SYLLABUS OF MASTER OF SOCIAL WORK (MSW) PROGRAMME

UNDER THE CREDIT AND SEMESTER SYSTEM (CSS) 2022

MARIAN COLLEGE KUTTIKKANAM
(AUTONOMOUS)

Affiliated to Mahatma Gandhi University, Kottayam

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CONTENTS

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**REGULATIONS GOVERNING MASTER OF SOCIAL WORK (MSW)
PROGRAMME UNDER THE CREDIT AND SEMESTER SYSTEM (CSS) 2022**

1. **Short Title**

1.1. These Regulations shall be called Marian College Kuttikkanam (Autonomous) Regulations governing Master of Social Work (MSW) programme under the Credit and Semester System 2022.

2. **Scope**

2.1. The regulation provided herein shall apply to Master of Social Work (MSW) programme, conducted by Marian College Kuttikkanam (Autonomous) with effect from the 2022 admissions.

3. **Title of the Programme**

3.1. The title of the programme is Master of Social Work (MSW)

4. **Definitions**

4.1. **Academic Bank Account** means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

4.2. **Academic Bank of Credits (ABC)** is an academic service mechanism as a digital/virtual/online entity established and managed by MOE/UGC to facilitate students to become its academic account holders and paving the way for seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

4.3. **Academic Integrity** is the intellectual honesty in proposing, performing and reporting any activity, which leads to creation of intellectual property.

4.4. **Assessment** is the process of collecting, recording, scoring, describing and interpreting information about the outcome of the learning which is an ongoing process. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions', p. 8).

4.5. **CADL** – **"CADL"** is an acronym for 'Continuous Assessment for Deepening Learning'. This is a mandatory component for all taught courses and optional for other courses.

4.6. **CARS –** "CARS" is an acronym for 'Continuous Assessment for Research Skills'. This is a mandatory component for all taught courses and optional for other courses.

4.7. **College** means Marian College Kuttikkanam (Autonomous), Kerala

4.8. **College Continuous Assessment Coordinator** is a faculty member nominated by the Principal to coordinate the continuous assessment undertaken by various departments within the college. They shall be ex-officio member to the college level Examination Committee.

4.9. **Continuous Assessment (CA)** is a continuous feedback to the scholar through examinations, assignments, etc., which assess the academic progress of the scholar during the semester.

4.10. **Continuous Assessment Coordinator (CAC)** is a faculty member nominated by the Department Council to coordinate the continuous assessment activities undertaken in the Department.

4.11. **Course**: A basic unit of education and/or training. A course or collection of courses forms a program of study. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions' p.8)

a. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

b. **Core Elective:** courses are those offered by the main discipline/subject of study which are Discipline Specific Electives.

c. **Open Elective Course**: is an elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as open elective courses.

d. **Skill Enhancement Electives Courses** are those courses chosen from a pool of courses designed to provide value-based and/or skill-based knowledge

e. **Ability Enhancement Electives Courses** are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English etc. These are mandatory for all disciplines.

4.12. **Course Code** means a unique alpha numeric code assigned to each course of a programme.

4.13. **Course Outcome** (CO): Course Outcomes are statements that describe what students should be able to do at the end of a course.

4.14. **Credit** (**Cr**) of a course is the numerical value assigned to a course according to the relative importance of the content as in the syllabus of the programme. Credit means the standard methodology of calculating one hour of theory or one hour of tutorial or

two hours of laboratory work, per week for a duration of a semester (13-15 weeks) resulting in the award of one credit; which is awarded by a higher educational institution on which these regulations apply; and, Credits for internship shall be one credit per one week of internship, subject to a maximum of six credits.

4.15. **Credit-accumulation** means the facility created by Academic Bank of Credits in the Academic Bank Account opened by students in order to transfer and consolidate the credits earned by them by undergoing Courses

4.16. **Credits-recognition** means the credits earned through a registered Higher Educational Institution and transferred directly to the Academic Bank of Credits by such Higher Educational Institution

4.17. **Credit-redemption** means the process of commuting the accrued credits in the Academic Bank Account of the students maintained in ABC for the purpose of fulfilling the credits requirements for the award of Degrees or Diplomas or Certificates or Course work for Ph.D. programme etc., by the registered degree-awarding Higher Educational Institutions;

4.18. **Credit-transfer** means the mechanism by which the Registered Higher Educational Institutions are able to receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the University Grants Commission credit norms for the 'course/s' undertaken by students enrolled in any Registered Higher Education Institution within India.

4.19. **Credit Point (CP)** of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course CP=GP x Cr.

4.20. **Cumulative Grade Point Average (CGPA)** is the value obtained by dividing the sum of credit points of all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places. CGPA determines the overall performance of a student at the end of the programme.

4.21. **Degree:** A title/ qualification awarded after satisfactory completion of and achievement in a programme. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions' p.8).

4.22. **Department** means the School of Social Work which offers Post Graduate programme of study in Social Work (MSW) approved by the College as per the rules.

4.23. **Department Council** means the body of all regular faculty members of School of Social Work in the College. Regular faculty members from another department taking a course in the department can be special invitees.

4.24. **Duration of the Programme** means the period of time required for the conduct of the programme. The duration of MSW programme shall be four semesters spread over two academic years.

4.25. **Elective/Optional Course** is a course that leads to specialisation in a given discipline.

4.26. **Evaluation** is the process of making judgments based on evidences and interpretations gathered through examination and assessment and on the basis of agreed upon criteria. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions', p. 8).

4.27. **Examination** is a quantitative measure of learner's performance and is held at the end of the academic session or semester. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions', p. 8).

4.28. **Extra Credits** are additional credits awarded to a student over and above the minimum credits required for a programme.

4.29. **Field Practicum** is a practical course which comprises of skill training and practical at Social Work Agencies/Communities/Government Departments/other Non-Governmental Agencies.

4.30. **Grace Grade Points** means grade points awarded to course(s), as per the orders issued from time to time, in recognition of meritorious achievements of a student in NCC/NSS/Sports/Arts and cultural activities or such other similar areas. It is also awarded to students with Learning Disabilities as per government norms.

4.31. **Grade Point**: Numeric weightage attached to each letter grade (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions' p.8).

4.32. **Institutional Academic Integrity Panel (IAIP)** shall mean the body constituted at Institutional level to consider recommendations of the department academic integrity panel and take appropriate decisions in respect of allegations of plagiarism and decide on penalties to be imposed.

4.33. **Internship**: is a period of time during which a student works for a company or organization in order to get experience of a particular type of work or research.

4.34. **Letter Grade** or '**Grade**' for a course is a letter symbol which indicates the broad level of performance of a student in a course.

4.35. **Non Credit Course** is a course for which no credits are awarded. The result of Non-credit course shall be either "Pass" or "Fail".

4.36. **Parent Department** means the Department in which a student has joined for a degree/diploma/certificate programme.

4.37. **Plagiarism** is the unreferenced use of other authors' material in project/dissertations/ assignments etc. and is a serious academic offense.

4.38. **Programme:** "A collection of courses in which a student enrolls and which contributes to meeting the requirements for the awarding of one or more Certificates/ Diplomas/ Degrees." (Ref. UGC Report in November2019 on 'Evaluation Reforms in Higher Educational Institutions' p.9).

4.39. **Programme Credit** means the total credit of the MSW Programme, i.e., 90 credits.

4.40. **Programme Outcome (PO)**: Programme outcomes are what knowledge, skills and attitudes a graduate should have at the time of graduation.

4.41. **Programme Specific Outcome (PSO)**: Programme Specific Outcomes are statements that describe what the graduates of a specific programme should be able to do.

4.42. **Project** means a regular study in the college/appropriate institute/organisation under the supervision of a faculty member in the parent department.

4.43. **Repeat Course** is a course that is repeated by a student for having failed in that course in an earlier registration.

4.44. **Research Project** is a course in which student conducts research under the supervision of a faculty member and submits the research report as specified by the department.

4.45. **School** means the School of Social Work which offers Post Graduate programme of study in Social Work (MSW) approved by the College as per the rules.

4.46. **Semester** means a term consisting of 90 working days, inclusive of tutorials, examinations and other academic activities.

4.47. **Semester End Assessment (SEA)** is the assessment for course(s)- taught or otherwise – at the end of the semester along with SEE. SEA includes SEE, Viva, Lab examinations etc.

4.48. **Semester End Examination (SEE)** is the examination conducted at the end of the semester for a course.

4.49. **Semester Grade Point Average (SGPA)** is the value obtained by dividing the sum of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits taken by him/her in that semester. The grade points shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

4.50. **Seminar** means a discourse by a student expected to train him/her in self-study, through original contributions and discussions by availing materials including E-resources.

4.51. **SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)** is a programme initiated by Government of India and designed to provide best teaching learning resources to all.

4.52. **Taught Course**: Taught course is a course supported by classroom seminars and lectures.

4.53. **They:** The singular 'they' is used as an inclusive and unbiased third person pronoun in order to include all gender identities.

4.54. **Tutorial** means a class to provide an opportunity to interact with students at their individual level to improve their performance.

4.55. **Weight** is a numeric measure assigned to the assessment units of various components of a course of study.

4.56. **Weighted Grade Point Average (WGPA)** is an index of the performance of a student in a course. It is obtained by dividing the sum of the weighted grade points by the sum of weights. WGPA shall be obtained for CA and SEE separately and then the combined WGPA shall be obtained for each course.

4.57. **Workshop** means a smaller session of dedicated learning, conducted with or without the help of an external resource person(s), intended to impart specific skills to participants.

Words and expressions used but not defined in these regulations shall have the meaning assigned to them in the examination manual of the college or other competent statutory bodies.

5.   **Programme Structure**

N o.	Programme Structure of MSW Programme	
1	Faculty under which students are admitted to MSW programme	Faculty of Social Sciences
2	Duration of the MSW Programme	Four Semesters spread over two academic years
3	Medium of instruction and examination	English
4	Type of courses of MSW Programme	All the courses of MSW Programme are core courses and based upon Credit and Semester System (CSS) with Theory, Field Practicum, Research Project, and Comprehensive Viva Voce.

5	Field Practicum	There shall be field practicum in all semesters. There shall be three elective field practice settings in the third and the fourth semesters for specializing in those respective settings for the choice of students.
6	Elective courses and specialization	Specialisations available in the programme are 1) Family and Child Welfare; 2) Medical and Psychiatric Social Work; and 3) Rural and Urban Community Development. Students shall choose their choice from these three at the end of the second semester. Field practicum in third and fourth semesters shall be completed in accordance with the selection of Specialization.
7	Assessment and Evaluation	There shall be CA and SEE for all the taught courses. Assessment of the research project and field practicum will be conducted, end semester only. There shall be a programme comprehensive Viva Voce examination at the end of the fourth semester and it shall be conducted by three examiners of which one examiner shall be from outside the college.
8	Credits	Total of 90 credits: Taught courses – 57 Credits; Field Practicum – 29 credits; Research Project – 3 credits; Comprehensive viva voce – 1 credit

5.   Attendance

5.1.   The minimum requirement of aggregate attendance during a semester for appearing at the semester end examination shall be 75%. Condonation of shortage of attendance to a maximum of 10% in a semester can be given only once during the whole period of MSW programme subject to the fulfilment of procedure by the applicant.

5.2.   If a student represents the College, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities such as College Union / University Union activities, the student shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 10 days in a Semester based on the specific recommendations of the Head of the Department.

5.3.   A student who does not satisfy the requirements of attendance shall not be permitted to appear the Semester End Examinations.

5.4.   Field Practicum/practice course requires 100% attendance and if a student fails to fulfil the attendance requirement, then they have to fulfil the remaining days/hours of field practicum as the manner and time determined by the Department Council.

5.5. Those students who are not eligible even with condonation of shortage of attendance shall repeat the semester along with the junior batches, if permitted.

6.   Board of Studies and Courses

6.1. The Board of Studies for MSW shall design all the courses of the programme. The Board shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified courses to facilitate better exposure and training for the students.

6.2. The syllabus of a course shall include the title of the course, course outcomes, contact hours, the number of credits and reference materials.

6.3. Each course shall have a unique alpha numeric code to represent the course.

6.4. Every Programme conducted under Credit and Semester System (CSS) shall be monitored by the Academic Council of the College.

7.   Registration

7.1. A student shall be permitted to register for the programme at the time of admission.

7.2. A student who has registered for the programme shall complete the programme within a maximum period of eight continuous semesters from the date of commencement of the programme.

8.   Admission

8.1. The admission to the MSW programme shall be as per the rules and regulations of the College.

8.2. The eligibility criteria for admission shall be as announced by the College from time to time and published in the prospectus/website of the College.

8.3. Candidates seeking admission to the MSW programme through CSS shall be required to have a minimum of 50% mark or equivalent grade in any undergraduate programme of Mahatma Gandhi University, Kottayam or of any recognized University or authority accepted by the Mahatma Gandhi University, Kottayam as equivalent thereto. There will be 5% relaxation in marks for SC/ST candidates.

8.4. Separate rank lists shall be drawn up for reserved seats as per the existing rules of reservation by the state and published.

8.5. The College shall make available a list of all programmes offered by the college in the prospectus/website.

9.   Selection Criteria

9.1. **Eligibility:** Bachelor's Degree in any discipline with a minimum of 50% mark/equivalent grade. There will be 5% relaxation in the marks for SC/ST candidates. Rank list shall be prepared as per the existing rules of reservation by the state based on

written test, group discussion and personal interview which shall be used to evaluate the suitability of the candidate for the Programme.

9.2. For the purpose of preparation of final rank list, the total marks shall be calculated out of 150. The breakup of marks shall be: Written Test – 50; Group Discussion – 50; and Personal Interview - 50. The written test shall cover the following areas:

- Logical reasoning
- Simple Mathematics and descriptive statistics
- Vocabulary and language proficiency in English
- Aptitude tests
- Comprehension

9.3. In extraordinary situations where physical presence of the candidates cannot be had the admission procedures can be modified/customised and conducted online to overcome the challenge raised by the situation and to meet the requirements.

10. Promotion

10.1. Promotion of a student is governed by the examination manual of the College.

10.2. A student having 75% attendance and who fails to register for examination of a particular semester will be allowed to register notionally and is promoted to the next semester, provided application for notional registration shall be submitted within 15 days from the commencement of the next semester.

11. Evaluation and Grading

11.1. Direct Grading for CA and SEE shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values of 5, 4,3,2,1 and 0 respectively.

11.2. Evaluation: The evaluation scheme for each taught course shall contain two parts; (a) Continuous Assessment (CA) and (b) Semester End Examination (SEE). The ratio between CA and SEE is 2:3 in all taught courses. The assessment of the research project and field practicum shall be conducted end semester only.

11.3. Both CA and SEE shall be in grade system for MSW programme as per Mahatma Gandhi University, Kottayam regulations in force.

11.4. The Department shall ensure that the College examination calendar is strictly followed.

11.5. There shall be provision for credit transfer subject to the conditions specified in the examination manual of the College.

11.6. Grade Point Average (GPA): CA and SEA components are separately graded and the combined grade point with weightage 2 for CA and 3 for SEA shall be applied to calculate the GPA of each course. Letter grade shall be assigned to each course based on the categorization provided below.

Grade	Grade point	Range
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	1. to 0.00

11.7. Continuous Assessment

The CA shall be based on predetermined transparent system involving periodic tests, assignments and seminars (CARS & CADL) in respect of taught courses and based on tests, lab skill/records/and viva etc. in respect of practical courses. The weight assigned to various components for CA is as follows.

11.7.1. Components of Continuous Assessment

All the three components (CA Tests, CARS and CADL) of the Continuous Assessment are mandatory for taught courses. The weight for each component can be proposed by the faculty handling the course. The CA component shall be adequate for measuring the students' achievement of outcomes of the course. The course plan of shall be approved by the department council.

For Taught Courses

Component	Assessment Criteria		Weight
1	Continuous Assessment Tests (CAT).	CA1	2.5
		CA2	3.75
		CA3	3.75
2	CARS (Case Studies/ Project work/Assignments etc.)		5
3	CADL (Assignment/ Quizzes/ Seminars/Viva etc.)		5
Total			**20**

12. Semester End Examinations (SEE)

12.1. There shall be a semester end examination of three hours duration for all the taught courses.

12.2. A question paper for taught courses contains questions that will measure the achievement of course outcomes by the student.

12.3. Internship Evaluation, Field Practicum and Research Project Evaluation shall be conducted by the Department immediately after the completion of the Internship, Field Practicum and Research Project work.

12.3.1. Comprehensive Viva-Voce at the end of fourth semester shall be conducted by three examiners, of which one shall be an external examiner.

12.4. To ensure transparency of the evaluation process, the CA grades awarded to the students in each course in a semester shall be published.

12.5. **Minimum Grade in CA Evaluation**: A student shall secure minimum C Grade for CA of a course to appear for the SEE of that particular course. Those who failed to achieve minimum C Grade (2 Grade Points) in CA and consequently lost the chance to appear for the SEE, shall be given an opportunity to improve their CA before the conduct of the Save a Semester Examination. For the CA improvement at this stage a student cannot repeat all the CA components, but could appear only for the CA Tests (CA1, CA2 and CA3 only). In case of failure to obtain the required pass grade in the CA retest as explained above, a student can appear for supplementary CA Tests along with the junior batch.

12.6. For all semesters, Semester Grade Point Average with letter grades is given (CA+SEA) as below:

Semester Grade Point Average (SGPA)

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very good
3.00 to 3.49	B	Good (Average)
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal (Pass)

| Up to 1.99 | D | Deficient (Fail) |

* The grading system will change in accordance with the amendments made in Mahatma Gandhi University, Kottayam regulations from time to time.

12.7. Grades for the Programme (CGPA) are given below*

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very good
3.00 to 3.49	B	Good (Average)
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal (Pass)
Up to 1.99	D	Deficient (Fail)

* The grading system will change in accordance with the amendments made in
Mahatma Gandhi University, Kottayam regulations from time to time.

12.8. If a student opts for the betterment of a course(s) in SEE, student has to appear for the Save-a-Semester (SaS) examination for the respective course(s) conducted for that semester. The higher of the two grades will be accepted for final grading.

12.9. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of semester, a student should pass all courses and score a minimum SGPA of 2.00. However, a student is permitted to move to the next semester irrespective of their SGPA.

12.10. **Credit Point (CP)** of a course is calculated using the formula

CP = Cr x GP, where Cr = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula

SGPA = TCP/TCr, where TCP = Total Credit Point of that semester = $\sum_{1}^{n} CP_i$

TCr = Total Credit of that semester = $\sum_{1}^{n} Cr_i$ Where n is the number of courses in that semester

Cumulative Grade Point Average (CGPA) of a Programme is calculated using the formula: CGPA=Σ(TCP × TCr)Σ TCr / GPA shall be round off to two decimal places

12.11. **Pattern of Questions**: Questions shall be set to assess knowledge acquired, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Pattern of questions for SEE shall be as follows

Nature of questions	Number of questions to be answered	Weight for each question	Total Weight
Five questions with *Either Or* options e.g. 1(A) *Or* I (B)	5	6	30

- Each question may or may not contain subdivisions.
- If a question contains subdivisions, the total weight for all the subdivisions together shall be 6.
- The *Either Or* questions within a question shall measure the same outcomes.
- The question paper of a course shall be set in such a way that all the five questions cover all the modules and assess all outcomes defined for the course.
- A question may measure multiple outcomes.

13. Award of Degree

13.1. The successful completion of all the courses with a minimum of 'C' grade shall be the requirement for the award of the degree (MSW) by the Mahatma Gandhi University, Kottayam.

14. One Time Betterment Option

14.1. A candidate will be permitted to improve the CGPA of the programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester. The CGPA for the betterment appearance will be computed based on the SGPA secured in the original or betterment appearance of each semester whichever is higher.

14.2. If a candidate opts for the betterment of CGPA of a programme, they have to appear for the SEE of the entire semester(s) excluding practical/project/comprehensive viva

voce. Onetime betterment option is restricted to students who have passed in all courses of the programme at the regular (first) appearance.

15. Extra Credit for SWAYAM Courses

15.1. All students are encouraged to pursue SWAYAM course from https://swayam.gov.in/and obtain extra credits.

15.2. After successful registration of SWAYAM courses, students shall inform in writing to the Faculty Advisor concerned. The Faculty Advisors shall furnish the consolidated details to the HoD and the HoD shall forward the details to the Controller of Examinations.

15.3. The extra credits obtained from SWAYAM course will be shown in the consolidated mark sheet/grade sheet provided the proof of successful completion is submitted to the controller of examination before the commencement of final semester end examination.

16. Transitory Provision

16.1. Notwithstanding anything contained in these regulations, the Principal of the College shall, for a period of two years from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

MASTER OF SOCIAL WORK PROGRAMME

Introduction

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The Master of Social Work (MSW) Programme is a professional training Programme that leads to the professional qualification of a social worker. The course work of the Programme aims to provide students with a conceptual framework and theoretical foundations, of social work practice. The curriculum designed aims to develop social work knowledge and skills and help students to cultivate a positive identification with social work values and the ethics of the social work profession. In addition to the academic content, students are required to undergo supervised practice in different social service agencies and to develop core competencies as a standard prescribed worldwide today. This Programme equips students with advanced training in knowledge and skills to reflect and resolve conflicts within themselves and to help vulnerable populations. Through these academic and training engagements, students are prepared for a career in professional social work.

Social Work Career Opportunities in India

Today the society is becoming more and more complex in its working. The prime slogan of today's world is the survival of the fittest. This has increased the number of helpless, deprived and disadvantaged. Here is the role of social work comes into play. Social work utilize resources to sort out the problems of such people and try to ameliorate and alleviate their pain and suffering. Social workers try to prevent social problems caused by poverty, unemployment, inadequate health and education facility, alcoholism, and drugs abuse. They

also try to improve the life of certain disadvantaged like person with disabilities, older persons, orphans and women.

There are ample job opportunities for MSW degree holders in both the government as well as non-governmental sectors. Opportunity in the governmental sector is mainly in the community development projects pertaining to health, education, rural development, child, woman and tribal welfare etc. Work in NGOs' can be specific to either urban or rural area. Postgraduates in Social Work also have job opportunities in the industrial and corporate sector. Students opting social work as career may find job in child welfare, youth welfare, elder care and family service agencies for providing mental, health, medical, educational and correctional services.

Some MSW degree holders can prefer to be self-employed by establishing their own NGOs. Globalization has widened the scope of employment for students opting for social work as their career. They may choose to join international NGOs like Amnesty International, Oxfam and Green Peace etc. New problems relating to environment has further forced social work to transgress its traditional limit. Now many NGOs and government agencies are working for environmental protection and conservation where people from social work background can find a good job.

The MSW Programme at Marian College Kuttikkanam (Autonomous) is organized into four semesters with options to apply the social work competencies in the field settings: Mental Health, Health Care, Disability, Senior Care, Child Care, Women Welfare, Family Welfare, School Social Work, De-Addiction, Child, Correctional Services, Community Development (Rural/Urban), etc.

There are 12 courses in the first and second semesters including the field practicum. In the third semester, there are five taught courses along with field practicum. In the fourth semester, four taught courses are offered besides two field practicums, a research project, and a comprehensive viva voce. Students have the wide choice of opting practice settings and learn the application of social work competencies in the respective practice setting. Choice for field practicum in settings such as Mental Health, Health Care, Disability, Senior Care, Child Care, Women Welfare, Family Welfare, School Social Work, De-Addiction, Child, Correctional Services, Community Development (Rural/Urban), etc. are available in the Third and Fourth Semesters.

Field Practicum (field education) is an integral part of the social work training with the objective of helping the students to develop the skills, attitudes and values and personality traits essential for a professional social worker. The students are placed in public institutions, welfare agencies, development organizations and non-governmental agencies for field practicum training.

Goal of the Post Graduate Social Work Programme

The goal of the Post Graduate Social Work Programme offered in the School of Social Work is to develop competent Professional Social Workers, who will be transformational in addressing the ever growing bio-psycho-social issues and challenges of the individuals, couples, families, groups, organizations and communities by applying the core competencies of Social Work Profession.

The goal of the post graduate programme of the MSW programme is based on the programme outcomes of the college.

Programme Outcomes

The following are the Programme Outcomes of Marian College Kuttikkanam (Autonomous).

PO1: Domain Knowledge

PO2: Communicative competence

PO3: Applying Modern technologies

PO4: Reflective response to ethical and social issues

PO5: Sustainability values

PO6: Critical thinking and Problem Solving

PO7: Entrepreneurship

PO8: Teamwork and Leadership

PO9: Self-directed and Lifelong Learning

Programme Specific Outcomes of MSW Programme

PSO1: Demonstrate ethical and professional behaviour in social work practice

PSO2: Engage diversity and difference and respond to different contexts of practice.

PSO3: Engage in research-based practice and practice-based research

PSO4: Demonstrate the skills of assessment, intervention, and evaluation in social work practice in engaging with Individuals, Families, Groups, Organizations, and Communities.

PSO5: Apply critical thinking to analyse, formulate and advocate for policies that advance human rights, social, economic, and environmental justice

Course Outcomes and Mapping

All the individual courses in the programme have specific course objectives which are mapped to the Programme Specific Objectives (PSO) and the Programme Objectives (PO). The programme has been designed such that the POs and PSOs are envisioned as the over-all aim of the programme. The achievement of the PSOs and POs are measured through the cumulative assessment of the course outcomes.

Core Competencies

The major learning outcomes of the post graduate students are the competencies to demonstrate the professional knowledge of interdisciplinary foundations and theories, methods and practice models and skills in the practice with individuals, families, groups, organizations and communities. They must be able to give leadership in the practice, the ability to analyse, evaluate Public Policies and Programmes and drafting of model policies leading to research integrated macro level practices. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The nine core competencies of Council on Social Work Education (CSWE, 2015) that are adopted in many countries have now become part of the social work educational framework and policy standards (CSWE, 2015). The core competencies and practice behaviours of social work are:

Competency 1: Demonstrate Ethical and Professional Behaviour

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 1: Demonstrate Ethical and Professional Behaviour: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behaviour. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanour in behaviour; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behaviour.

Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, colour, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyse, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behaviour and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behaviour and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behaviour and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behaviour and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behaviour and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analysing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers values the importance of inter professional teamwork and communication in

interventions, recognizing that beneficial outcomes may require interdisciplinary, inter professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behaviour and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behaviour and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behaviour and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyse, monitor, and evaluate intervention and Programme processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SCHEME AND SYLLABUS OF MSW PROGRAMME

Code	Course	Credit	Hrs / Week
	Semester – I		
PSW2201	Introduction to Social Work and Human Service Practice	3	3
PSW2202	Human Behaviour and the Social Environment	3	3
PSW2203	Sociology and Political Economy for Social Work Practice	3	3
PSW2204	Micro Social Work Practice	3	3
PSW2205	Mezzo Social Work Practice	3	3
PSW2206	Field Practicum I	6	12
	Sub Total	**21**	**27**
	Semester – II		
PSW2207	Macro Social Work Practice	3	3
PSW2208	Social Work Research Methods	3	3
PSW2209	Administration and Management of Human Service Organizations	3	3
PSW2210	Abnormal Psychology	3	3
PSW2211	Social Legislation and Human Rights	3	3
PSW2212	Field Practicum II	6	12
	Sub Total	**21**	**27**

Code	Semester – III		Credit	Hours/week
	Course			
PSW2213	Theories and Frameworks for Social Work Practice		3	3
PSW2214	Participatory Programme Planning and Management		3	3
PSW2215	Integrated Social Work Practice With Diverse Population		3	3
PSW2216	Development Social Work – Urban and Rural Development		3	3
PSW2217	Psychopathology for Social Work Practice		3	3
PSW2218A	Field Practicum III – Psychiatric Social Work	Elective	6	12
PSW2218B	Field Practicum III – Rural Community Development			
PSW2218C	Field Practicum III – Family and Child Welfare			
	Sub Total		**21**	**27**

Code	Course		Credit	Hrs / Week
	Semester – IV			
PSW2219	Environment and Disaster Management		3	3
PSW2220	Social Work Practice in the Field of Health		3	3
PSW2221	Gender and Development		3	3
PSW2222	Social Work Practice in the Field of Mental Health		3	3
PSW2223	Research Project		3	3
PSW2224A	Field Practicum IV – Medical Social Work	Elective	6	12
PSW2224B	Field Practicum IV – Urban Community Development			
PSW2224C	Field Practicum IV – Family and Child Welfare			
PSW2225	Field Practicum V		5	10
PSW2226	Comprehensive Viva Voce		1	
	Sub Total		**27**	**37**
	Total Programme Credits		**90**	

SEMESTER I

Code	Course	Credit	Hours per week
PSW2201	Introduction to Social Work and Human Service Practice	3	3
PSW2202	Human Behaviour and the Social Environment	3	3
PSW2203	Sociology and Political Economy for Social Work Practice	3	3
PSW2204	Micro Social Work Practice	3	3
PSW2205	Mezzo Social Work Practice	3	3
PSW2206	Field Practicum I	6	12
		21	

SEMESTER I				
Course Code	Name of the Course		CA	SEE
PSW2201	**INTRODUCTION TO SOCIAL WORK AND HUMAN SERVICE PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: At the completion of the course the student will be able to:

CO1	Critically evaluate the shift from social service to professional social work
CO2	Assess the appropriate methods of social work with respect to the context of practice.
CO3	Demonstrate social work practice adherence to principles, values and code of ethics as elicited in **Global Social Work Statement of Ethical Principles.**
CO4	Compare and contrast the philosophical understanding of social work profession
CO5	Distinguish the various fields of professional social work.

MODULE I: Social Work: Introduction (10 hours)

Unit 1: Social Work: definition, meaning, purpose, goals and objectives; assumptions, functions and principles of Social Work
Unit 2: Basic and ancillary methods of Social Work
Unit 3: Scientific basis of Social Work - knowledge, tools, techniques, skills, and abilities of a Professional Social Work Practitioner

MODULE II: Basic concepts related to Social Work (10 hours)

Unit 4: Social Service, Social Welfare
Unit 5: Social Reform, Social Justice
Unit 6: Social Health, Social Security, Social Defence,
Unit 7: Social Development
Unit 8: Social Policy, Social Legislation
Unit 9: Social Welfare Administration

MODULE III: History of Social Work (12 hours)

Unit 10: Religious charity - statutes of Edward, Henry, and Elizabeth – Elizabethan Poor Law
Unit 11: Charity Organisation Society (COS) – Settlement House Movement – Poor Law Commissions and Beverridge Report –
Unit 12: Social Work during the Colonial Period in the USA; during the Civil War and Industrial Revolution – professional development of Social Work in the USA - development of Social Work Education –
Unit 13: Social Work in Ancient India - Social Welfare during Sultanate and Mughal Period - contribution of Social Reformers, Social Reform Movements, and Organisations –
Unit 14: development of Social Work from charity to Professional Social Work.

Module IV: Philosophical bases, Professional bodies, and Ethical practices (12 hours)
Unit 15: Moral and religious values in Social Work philosophy- Christian, Hindu, Islam, Buddhist traditions
Unit 16: Ideologies - Liberalism, Humanism, Socialism, Communism, Democracy; Gandhian Philosophy of Social Work
Unit 17: Objectives and functions IFSW, IAASW, NASW, NAPSWI, ISPSW, KAPS, ASSK
Unit 18: Code of ethics

MODULE V: Fields of Social Work (10 hours)
Unit 19: Family & Child welfare; Medical and Psychiatric Social Work,
Unit 20: Criminology and Correctional Work,
Unit 21: Human resource Development and Human Resource Management,
Unit 22: Urban and rural community development,
Unit 23: Social work administration.

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Pullen, A., & Cowden, S. (2013). *The ethical foundations of social work*. Routledge.

Zastrow H. Charles (1999). *The practice of social work* (6th ed.). Brooks/Cole publishing company.

Konopka, Gisela (1958). *Social work philosophy*. The University of Minnesota Press.

Misra, P.D. (1994). *Social work: Philosophy and methods*. Inter-India Publications.

Chowdhary, Paul D. (1984). *Introduction to social work; History, concept, methods and fields*. Atma Ram & Sons.

SEMESTER I				
Course Code	Name of the Course		CA	SEE
PSW2202	**HUMAN BEHAVIOUR AND THE SOCIAL ENVIRONMENT**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: at the completion of the course the student will be able to

CO1	Apply the knowledge of person and environment in social work practice.
CO2	Critically assess the stages of human development in light of bio-psycho-social model of development
CO3	Assess, and intervene in cultural diversity issues affecting development in each stages of life
CO4	Effectively work with vulnerable population
CO5	Critically evaluate and respond to the significant ethical and social justice issues in social work practice at the micro, mezzo, and macro-levels.

Module 1: Theoretical perspectives on human behaviour and social environment (9 Hours)
Unit 1: Human Behaviour in the Social Environment: A Social Work Perspective: Assessment, Strengths Perspective, Empowerment, Oppression,
Critical Thinking about Ethical Issues, NASW Code of Ethics, Social Worker Roles

Unit 2: Integrating Biopsychosocial Dimensions of Behaviour: Systems and Ecological Theories - System Theory, Ecological Perspective

Unit 3: Communities and Human Behaviour: Structural Perspective, Socio-psychological Perspective, Human Ecology Perspective, Social System Perspective. Models of Community Change: Locality Development, Social Planning, Social Action.

Module 2: Infancy and Childhood: Biopsychosocial Development in Early Childhood (8 Hours)

Unit 1: Biological Development in Infancy and Childhood: Human Reproduction, Developmental Milestones

Unit 2: Psychological Development in Infancy and Childhood: Psychodynamic Theory, Behaviour Theory: Piaget theory on Cognitive Development:

Social Development in Infancy and Childhood: Socialization, Family Enviornment, Family Life Cycle. The Social Environment: Peers, Televison, School

Unit 3: Significant Issues and Life Events in Infancy & Childhood: Abortion Controversy, Infertility, People with Cognitive and Learning Difficulties, Child Maltreatment

Module 3: Adolescence (10 Hours)

Unit 1: Biological Development in Adolescence: Psychological reactions to physical change

Unit 2: Psychological development in adolescence: Erick Erickson theory of Psycho-Social Devlopment, Kohlberg's theory of Moral Development

Unit 3: Social Development in Adolescence: Movement from Dependence to Independence, Interaction between Peer Groups

Unit 4: Gender Roles and Sexism, Gender role stereotypes

Unit 5: Significant Issues and Life Events: Sexual Activity in Adolescence, Sex Education, Assertiveness, Suicide, Emotional and Behaviour Problems

Module 4: Young and Middle Adulthood (9 Hours)

Unit 1: Biological aspects of young and middle adulthood: Young Adulthood, Physical Development, Health Status, Physical changes in middle age

Unit 2: Psychological Aspects of Young and Middle Adulthood: Intimacy Vs Isolation, Generativity Vs Stagnation, Peck's theories of Psychological Development, Levinson's theories of Life Structure, Maslow's hierarchy of needs, Emotional Intelligence, Choice Theory, Chemical Substance use and abuse

Unit 3: Significant Issues and Life Events: Female Menopause, Male Climacteric, Middle life Crisis, Sexual Functioning in Middle Age, People living with AIDS: a population at risk

Module 5: Young and Middle Adulthood (9 Hours)

Unit 1: Sociological Aspects of Young and Middle Adulthood: Interaction in family systems: Choosing a Personal Lifestyle, Marriage
Macro Social System Theories Functionalist Perspective, Conflict Perspective, Interactionist Perspective

Unit 2: Poverty: Impact of Social & Economic Forces
Family Mezzo System Problems

Unit 3: Sexual Orientation: Homosexuality and Bisexuality, Biological and psychological theories and their evaluations, Ethical issues, Lesbian and Gay Lifecycles and Significant issues and life events

Module 6: Later Adulthood (9 Hours)
Unit 1: Biological aspects of later adulthood- Diseases and causes of death among older people, life expectancy, Wellness: the Strength Perspective

Unit 2: Psychological aspects of later adulthood- Developmental tasks of later adulthood; Theoretical Concepts about developmental tasks in Later adulthood, Theories of successful aging: The strength perspective, the impact of life events on older people, Guidelines for positive psychological preparation for later adulthood: the strength perspective, Grief management and death education

Unit 3: Sociological Aspects of Later Adulthood: Older people a people at risk, problems faced by older people, Current services: Macro system responses, Social work with older people, Older people as powerful political force, Changing a macro system: Finding a social role for older people

References:

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Tomasello, N.M., Manning, A.R., & Dulmus, C.N. (2010). Family-centered early intervention for infants and toddlers with disabilities. *Journal of Family Social Work*, *13,* 163-172. http://doi.org/10.1080/10522150903503010

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SEMESTER I				
Course Code	Name of the Course		CA	SEE
PSW2203	**SOCIOLOGY AND POLITICAL ECONOMY FOR SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: at the completion of the course the student will be able to

CO1	Develop one's own sociological imagination and apply it to societal issues.
CO2	Evaluate the contemporary social problems and the causes that produce these problems.
CO3	Analyse various social phenomena through the lens of different sociological theoretical perspectives.
CO4	Propose solutions to the problems of Social Institutions
CO5	Assess the economic issues and suggest adequate Social Work interventions in addressing it.

COURSE OUTLINE

Module 1: Basic Concepts of Sociology (9 Hours)
Unit 1: Introduction to Sociology- Defining sociology, the sociological perspective and imagination.
Unit 2: The founding fathers of sociology- August Comte, Karl Marx, Herbert Spencer, Emil Durkheim and Max Weber
Unit 3: Sociological theories: Structuralism, Functionalism, Conflict theory, Role theory, Social Constructionism, Feminist theory, Integration theory.
Unit 4: Relation of Sociology and Social Work

Module 2: The Foundations of Society (9 Hours)

Unit 5: Meaning of Society, Types of Societies. Culture; Socialization; agencies of socialization

Unit 6: Social Interaction- Cooperation, Competition, Conflict, Accommodation and Assimilation Social Groups: Types of Social Groups Social Control:

Unit 7: Social Stratification: Caste, Class, and Race Social inequality, social stratification, minorities and weaker sections,

Unit 8: Social Institutions: *The Family:* Type of families, functions of family; *The Marriage-* Types and forms of marriage, functions of marriage future of marriage and family and global trends;

Module 3: Social Change (8 Hours)

Unit 9: Social change: Meaning, factors of social change, Theories of social change, Sources of social change, the process of social change and social changes in India

Unit 10: Collective Behaviour and Social Movements: Collective behaviour, Forms of Collective Behaviour, Meaning of Social Movements, The life cycle of social movement;

Unit 11: Social Change, Environment and Sustainable Development.

Module 4: Basic Economics Concepts for Social Work Practice (10 Hours)

Unit 12: Introduction to Economics, Supply and Demand: How Markets Work, Markets and Welfare

Unit 13: Definitions, Types of economics, economic problems, economic growth, economic development,

Unit 14: Sectors of economy- primary, secondary and tertiary, standard of living, per capita income, development and under development,

Unit 15: Economic Systems- Capitalism, Socialism and Mixed economy, Inter connectedness of Economics with Social Work Practice,

Unit 16: Contribution to Economic Theories by Adam Smith, Robert Malthus, David Ricardo and J M Keynes.

Module 5: Indian Economy and Society (10 Hours)

Unit 17: Features of Indian Economy, Gandhian concept of economy, Economic Reforms in India-Liberalization, Privatization and Globalization

Unit 18: Economic planning in India- Welfare State, Social Justice, Decentralized planning in India, NITI Ayog (planning commission), Five Year plans and National Development Council,

Unit 19: Major Economic Sectors in India and its impact on Indian Society- Agriculture, Industry, Service and Banking.

Unit 20: Multi National Corporates and its impact on Indian Economy and Society, Rural Sociological Issues: Agrarian Crisis, Farmer Suicide Poverty and Inequality in India: in view of Amartya Sen

Module 6: The Political Economy (8 Hours)

Unit 21: The Political Economy: Classical Political Economy and Modern Political Economy, Political Economy Theory, Liberalism, Marxism, Economic nationalism, Globalization and Corporate Capitalism,

Unit 22: Economics and Political Economy, political economy and sociology, political economy and social work. Issues related to governance and corruption. Social capital and changing nature of human relationship.

Unit 23: Kerala model development; history, indicators of development pros and cons.

References

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Jhingan, M. L. (1967). *Economics of development and planning*. Vrinda Publications.

Kapila, R., & Kapila, U. (2002). *India's economy in the 21st century: A collection of select articles*. Academic Foundation.

Lewis, M., & Widerquist, K. (2002). *Economics for social workers: The application of economic theory to social policy and the human services*. Columbia University Press.

Parayil, G. (2000). *Kerala: The development experience: Reflections on sustainability and Replicability*. Zed Books.

Prigoff, A. W. (2000). *Economics for social workers: Social outcomes of economic globalization, with strategies for community action*. Brooks/Cole Publishing Company.

Rao, C. N. (2004). *Sociology of Indian society*. S Chand Publications

Rao, S. C. (2012). *Sociology: Principles of sociology with an introduction to social thought*. S. Chand.

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SEMESTER I				
Course Code	Name of the Course		CA	SEE
PSW2204	**MICRO SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: At the end of this course, student will be able to:

CO1	Demonstrate ethical and professional behaviour based upon principles and values of the helping process in working with individuals, families, and groups
CO2	Articulate and apply core practice theories to case assessment and planning.
CO3	Effectively and collaboratively employ evidence-based interventions to meet client system needs.
CO4	Evaluate the outcomes of the practice of working with individuals, families and groups
CO5	Document the process of micro social work practices

Module 1: A Philosophy of direct practice (9 Hours)

Unit 1: Introduction Knowledge base of Direct Social Work Practice. Practicing competently: An ethical requirement in direct social work practice – Evolving theory and competence, trend towards integrating practice models.

Unit 2: Ethical issues in working with individuals, families and groups.

Unit 3: Roles of Social Worker– Direct service provider, System linkage roles, System developer, System maintenance role, Researcher

Module 2: Theoretical background of direct practice (8 Hours)

Unit 4: Principles of Casework, Historical development of casework in West and India

Unit 5: Models of Casework Practice: Psycho-social theory, Crisis Intervention, Problem solving approach

Unit 6: Types of groups, Principles of group work, Stages of group development: Models of group work, Group dynamics, Assessment of group interaction

Module 3: Overview of helping process (8 Hours)
Unit 7: - Exploration &Engagement, Assessment and Planning
Unit 8: – Implementation and Goal attainment
Unit 9: Termination

Module 4: Exploring, Assessment and Planning (11 Hours)

Unit 10: Communicating with empathy and authenticity, Verbal following, Exploring and focusing skills, Eliminating counterproductive communication Patterns

Unit 11: Assessment and Planning Multi-dimensionality of assessment, defining assessment: process and product, Intra personal and environmental factors in assessment. Negotiating goals and formulating a contract.

Unit 12: Assessment: Exploring and understanding problems and Strengths, Assessment: Intrapersonal, interpersonal and environmental factors; Assessing family functioning in diverse family and cultural contexts: System framework for assessing family functioning, dimensions of family assessment

Unit 13: Forming and assessing social work groups: Classification of groups, Assessing Group Process

Unit 14: Developing goals and formulating a contract: Purpose and function of goals, types of goals, Partializing goals.

Module 5: Implementation and goal attainment (9 Hours)

Unit 15: Planning and implementing change oriented strategies – Task centred system, Crisis intervention, Cognitive restructuring, Solution-focused treatment. Additive empathy, Interpretation and Confrontation. Managing barriers to change

Unit 16: Intervening with families: Enhancing family relationships, Cultural and ecological Perspectives, Communication Patterns and styles, Strategies to modify interactions, modifying family alignments

Unit 17: Intervening in Social Work Groups: Stages of group development, Interventions across stages of group development

Module 6: Evaluation and Termination (9 Hours)
Unit 18: Evaluation- Outcomes, Process, Satisfaction

Unit 19: Termination – Types, reactions, Maintenance strategies, Follow-Up session & Ending rituals.

Unit 20: Structure and content of recording, types of records

Unit 21: Skill development exercises in direct social work practice.

References

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Shulman, L. (1999). *Skills of helping individuals, families, groups, communities*. F.E. Peacock Publishers.

SEMESTER I				
Course Code	Name of the Course		CA	SEE
PSW2205	**MEZZO SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: At the end of this course, student will be able to:

CO1	Assess community needs and community organisation process for mezzo social work practice.
CO2	Critically analyse organisation structure of human service organisations in social work practice.
CO3	Appraise the models for Community Based Organisation in mezzo social work practice.
CO4	Apply theories of social psychology in the community-based process as required.
CO5	Design strategies for program implementation for social change.

Module I: Introduction to Community and Community Organization (10 Hours)

Unit 1: Community: Definition, features, functions, types

Unit 2: Community organisation: definition, goals, components, principles of community organisation

Unit 3: process of community organisation. Community Assessment; Mobilising & Organising a community

Unit 4: Roles in community organisation, skills for organising community, differentiating community organisation and community development.

Module II: Understanding Models of Community (10 Hours)

Unit 5: Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action;

Unit 6: Mary Weil's Eight models;

Unit 7: Neighbourhood development model-System change Model-Structural change model

Module III: Agency Management Practice (12 Hours)

Unit 8: Managing Community-Based Human Service Organizations

Unit 9: Regulating Community-Based Human Service Organizations: Culture, Boards & Supervision

Unit 10: Leadership, Mobilizing Resources, & Making Change, Capacity Building,

Unit 11: Community Collaboration (Linking, Networking, Partnerships)

Unit 12: Resource Management, Advocacy, Reporting.

Unit 13: Using Self and the Agency in Community Practice, Using Groups and Networks

Module IV: Programme Management practice (10 Hours)

Unit 14: Program Management Practice: Program Development, Planning, & Grant Writing

Unit 15: Program Management Practice: Program Implementation, Outcomes, Evaluation, and Continuous Improvement

Module V: Social Psychology for Social Work Practice (12 Hours)

Unit 16: Meaning, definition, Historical development of social psychology.

Unit 17: Concepts in Social Psychology - Social cognition, Perception, attitude, prejudices, rumour, and propaganda.

Unit 18: Idea of engendering, peace building and conflict resolution to end various forms of violence.

Unit 19: Major experiments and learning in social psychology: John B Watsons Little Albert Experiment. Solomon Asch's conformity experiment.

Unit 20: Major experiments and learning in social psychology: John -Darley and Bibb Latane's bystander effect and Stanley Milgram's experiment; Martin Seligman's learned helplessness.

Unit 21: Applying the theories of social psychology in community organisation.

References

Datar, S. & Bawikar, R. (2010). *Skill training for social workers: A manual.* Sage Publications

McDougall, W. (2015). *An introduction to social psychology*. Psychology Press

Gamble, D. N. & Weil, M. (2010). *Community practice skills: Local to global perspectives.* Columbia University Press

Gangrade, K.D. (2001). *Working with community at the grass root level: Strategies and programmes.* Radha Publications.

Hardcastle, D., Powers, P. & Wenocur, S. (2011). *Community practice: Theories and skills for social workers.* Oxford University Press.

Krist-Ashman, K.K., and, Hull, G.H. (2001). *Generalist practice with organizations and communities.* Belmont

Spolander, G. (2012). *Successful project management in social work and social care* (1st ed.). Jessica Kingsley.

SEMESTER I			
Course Code	Name of the Course		Weight
PSW2206	**FIELD PRACTICUM – I**		50
Type	Theory/Practical	Credits	Total Hours
Core	**Practical**	**6**	**216**

No	Activity	Minimum Requirement
1.	Know Your Locality	6 Days – 48 Hrs
2.	Rural Camp	7 Days – 56 Hrs
3.	Agency Visit	4 Days – 32 Hrs
4.	Concurrent Field	10 Days – 80 Hrs
5.	**Total**	**27 Days - 216Hours**

Course Outcomes: At the end of this course, student will be able to:

CO 1	Create 'belief bonding' to effectively engage with the service users in the community
CO 2	Critically evaluate the power structure in the community and appraise formal and informal power structures in the community
CO 3	Identify the needs and resources in the community with appropriate service users in different context of social work practice.
CO 4	Differentiate between social service (voluntarism) and social work practice.
CO 5	Help people to access various services provided by government and non-governmental institutions.

ASSESSMENTS

	Components	Weight
1	Know Your Locality report and presentation	5
2	Organization Study	5
3	Rural Camp (7 days) reflective note	5

4	Concurrent field practicum reports with community study report	10
5	Concurrent field practicum- presentation	5
Components assessed in Viva Voce		
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
	Total	**50**

Field Practicum Requirements:

- 'Know Your Locality' (visiting and collecting information about offices, organizations and systems from one's own village or a village of trainees choice with the guidance of the faculty mentor; to be done individually at the beginning of the semester (maximum of five days) report and presentation

- Critical reflective note on Rural Camp (7 days field immersion/live-in programme, to be organized by the students with the support of field practicum coordinator and concerned faculty in charge)

- Community study report identifying community structure, understanding of the power structures of the community, needs and resources of the community and SWOC analysis (Concurrent field practicum in teams of three/four in a community allotted by the school of social work)
- Conduct visits to at least 3 Social Work organizations and submit reports in the given format
- Field Practicum Reports (Daily and summary reports)
- Agency Evaluation

GENERAL GUIDELINES FOR FIELD PRACTICUM (ALL SEMESTERS)

1. **Field orientation and training**

   Field practicum begins with an orientation session for the students in each semester. The session covers the course outcomes and competencies to be achieved at the end of the semester. Finalization of field practicum agencies followed by the training sessions on field level activities should be scheduled by the course coordinator.

2. **Field Practicum Manual**

The field practicum manual should be published by the course coordinator before the commencement of the field practicum. It includes;

- Course Outcome and competencies

- Field Practicum requirements

- Evaluation criteria – Continuous and Semester End

- Reports submission dates

- Reporting Formats

- Name list of students and faculty supervisors

1. **Agency Visits**

   The agency visit is scheduled and allotted to students and faculties by the respective course coordinator.

2. **Publication of Continues Evaluation Marks**

   Publication of Continues Evaluation Marks should be published on time and the marks sheet is countersigned by Course Co-ordinator and Field Practicum Co-ordinator/Head of the Department

3. The Viva-voce shall be conducted by an external evaluator assigned by the Department. In exceptional situations (for instance the COVID-19 and subsequent lockdown) the Department Council may modify the requirements of field practicum and the components and methods of assessment so as to provide the available best learning and acquisition of competencies considering the best interest of the students for the completion of the course and the degree programme.

4. Choice for field practicum in settings such as Mental Health, Health Care, Disability, Senior Care, Child Care, Women Welfare, Family Welfare, School Social Work, De-Addiction, Child, Correctional Services, Community Development (Rural/Urban), etc. are available in the Third and Fourth Semesters under the three specializations: 1) Medical and Psychiatric Social Work; 2) Rural and Urban Community Development; and 3) Family and Child Welfare.

SEMESTER II

Code	Course	Credit	Hrs / Week
PSW2207	Macro Social Work Practice	3	3
PSW2208	Social Work Research Methods	3	3
PSW2209	Administration and Management of Human Service Organizations	3	3
PSW2210	Abnormal Psychology	3	3
PSW2211	Social Legislation and Human Rights	3	3
PSW2212	Field Practicum II	6	12
	Total	**21**	

SEMESTER II				
Course Code	Name of the Course		CA	SEE
PSW2207	**MACRO SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total instructional Hours	
Core	Theory	3	54	

Course Outcome: At the completion of the course the student will be able to:

CO1	Employ social action method of social work intervention for macro level social work practice.
CO2	Do social advocacy for the disadvantaged groups and population in social work practice
CO3	Practice social work based on the core value of social justice.
CO4	Make social policy level interventions to address the issues of the people ensuring social justice and social welfare.
CO5	Adopt various models of international social work to address the issues of international concern.

COURSE OUTLINE

Module I: Social Work Practice in a Macro Environment (10 Hours)
Unit 1: An introduction to macro social work, the foundations of macro practices, theories, models and approaches to macro social work, values and ethical dilemmas

Unit 2: Evaluating Macro Practice. Advantages and disadvantages of being a macro level social worker, Need and relevance of Macro Practice in various settings.

Unit 3: Using Micro Skills in the Macro Environment; Using Mezzo Skills in the Macro Environment. Interrelationship of micro, mezzo and macro social work practices

Module II: Social Action and Advocacy (12 Hours)

Unit 4: Concept of social action; Social action as a method of social work intervention, Social Protests, Collective Action, Advocacy; History and evolution of social action.

Unit 5: Context and triggers in social action; Pressure groups, non-party political formations; Protest Tactics; Designing a social action campaign, Social advocacy, Skills of networking, liaising, coalition building, Lobbying.

Unit 6: Advocacy and Public Interest Litigation-steps and processes. An Overview and scope of Right to Information Act, 2005, RTI filing procedure.

Unit 7: Use of media (print, visual as well as social) for social advocacy and action.

Module III: Social Justice and Social Work (10 Hours)

Unit 8: Introductions to Social Justice: Concepts, philosophy and Definitions, Social work's origins in social justice and social reform.

Unit 9: Social work's current commitments to social justice: Theory, research, and practice.

Unit 10: Social Justice as a core value of social work profession, Political systems and Paradigms, Constitutional base of social justice, positive and protective discrimination

Module IV: Social Policy and Social Work (12 Hours)

Unit 11: Social Policy-concept: need and importance;

Unit 12: The cycle of policy process: identification of underlying problems; determine alternative for policy choices; forecasting and evaluating alternatives; making a choice policy implementation; policy monitoring; policy outcome; policy evaluation; and problem restricting.

Unit 13: Familiarize policies of local, national and global levels in the field of education, health, child welfare and environmental sustainability

Module V: International Social Work (10 Hours)

Unit 14: History of International Social Work, Values and Beliefs of International Social Work,

Unit 15: The Goals of International Social Work, Levels of Development-Focused Practice in International Social Work, Practice Sectors in International Social Work, Models of International Social Work practice,

Unit 16: Forces Influencing International Social Work: Modernisation, Globalisation, Social development

References:

Austin, M.J. (2014). *Social justice and social work: Rediscovering a core value of the profession.* SAGE. http://dx.doi.org/10.4135/9781483387987

Cunningham, J., & Cunningham, S. (2017). *Social policy & social work* (2nd ed.). SAGE.

Brueggemann, W. G. (2006). *The practice of macro social work.* Thomson Higher Education.

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Dickens, J. (2010). *Social work and social policy: An introduction (student social work)* (1st ed.). Routledge.

Dulmus, C. & Glisson, C. (2013). *Social work practice with groups, communities, and organizations evidence-based assessments and interventions.* Wiley.

Estes, R. (2020). U*nited States-based conceptualization of international social work education.* University of Pennsylvania Scholarly Commons.

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Kendall, K. A. (2000). *Social work education: Its origins in Europe*. Council on Social Work Education.

Lawrence, S., Lyons, K., Simpson, G. & Huegler, N. (2010). *Introducing International social work*. Learning Matters.

Reisch, M. & Garvin, C. (2016). *Social work and social justice* (1st ed.). Oxford University Press.

Rothman, J. et al. (2001). *Strategies of community interventions & Macro practices* (6th ed.). Peacock Publications

SEMESTER II				
Course Code	Name of the Course		CA	SEE
PSW2208	**SOCIAL WORK RESEARCH METHODS**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: At the completion of the course the student will be able to:

CO1	Design quantitative or qualitative or mixed methods original research projects independently and ethically, using appropriate methods.
CO2	Construct tools of data collection and Collect data using appropriate methods and instruments.
CO3	Analyse qualitative and quantitative data using suitable data analysis methods and software (NVivo/Dedoose and SPSS), and discuss the results.
CO4	Report/disseminate research findings systematically and effectively in the academic community and to stakeholders in society.
CO5	Use social work research as a method of social work practice for establishing social justice, facilitating social change, and enhancing wellbeing.

COURSE OUTLINE

Module 1: Introduction to Social Work Research (12 Hours)

Unit 1: **Social Work Research:** Meaning of Science, Research, Scientific Method; Social Research and Social Work Research; Definition, Objectives, Features, Nature and Scope of Social Work Research. Appraise Social Work Research as a secondary method of Social Work.

Unit 2: **Research Paradigms:** Paradigms: Post-Positivism, Constructivism, Advocacy / Participatory, Pragmatism; Criteria for selecting Qualitative and Mixed Research Approach

Unit 3: **Research Approaches:** Quantitative Research, Qualitative Research and Mixed Methods Research

Unit 4: **Research Process:** Observation, review of literature - Identification and Formulation of Research Problem. Conceptualization and operationalisation. Variables, formulating research aim, objectives and research questions or developing hypotheses. Selection of approaches and methods. Selection of sources of data/sampling, tool construction, selection of methods of data collection, collecting primary data, data analysis, discussion and reaching conclusions, reporting and disseminating the research.

Module 2: Research Designs (10 Hours)

Unit 5: **Quantitative Research Designs:** Experimental and quasi-experimental designs; single system designs; group research designs; survey research; longitudinal and cross-sectional research; evaluation research; needs analysis research.

Unit 6: **Qualitative Research Designs:** Grounded theory research, narrative research, phenomenological studies, case study research, and ethnographical research, Action Research and Community based Participatory Research.

Unit 7: **Mixed Methods Strategies:** Sequential Explanatory Strategy, Sequential Exploratory Strategy, Sequential Transformative Strategy, Concurrent Triangulation Strategy, Concurrent Embedded Strategy, Concurrent Transformative Strategy.

Module 3: Sampling and Data Collection (10 Hours)

Unit 8: **Sampling:** Sampling- Probability and Non-Probability sampling, participant recruitment, sampling error; Sources of Data: Primary and Secondary;

Unit 9: **Measurement and tool construction:** Levels of measurements – nominal, ordinal, interval and ratio; Scaling – Likert, Thurstone; Problems and tests of Reliability and Validity, Validation Procedures; Triangulation; Convergence and Divergence

Unit 10: **Tools of Data Collection:** Questionnaire, Interview Schedule, Rating Scales, Observation checklist. FGD guide;

Unit 11: **Methods & Techniques for Data Collection:** PRA, FGD, Case Study, Unstructured interview, Data Collection Procedures, online/tele/virtual data collection methods, field notes, Use of Audio Recorder and other logical considerations; saturation, constant comparison.

Module 4: Data Analysis and Discussion of Results (12 Hours)

Unit 12: **Quantitative Data Analysis:** Data Analysis, Data Interpretation. Statistics: Definition, functions and importance; Descriptive and Inferential Statistics; Measures of Central Tendency: Mean, Median, Mode; Measures of Variability: Range, Standard Deviation, Coefficient of Variation; Inferential Statistics-parametric and non-parametric tests - Correlation: Meaning and Computation; Pearson's Coefficient of Correlation, Spearman's Rank Correlation, Pearson's Chi-Square, 't' test, Analysis of Variance

(ANOVA)-One Way Anova; Application of Computer Software for analysis of data (SPSS).

Unit 13: **Qualitative Data Analysis:** Transcribing the data, coding, categorising, writing memos and annotations, thematic analysis, content analysis, discourse analysis, narrative analysis, using NVivo/Dedoose (Data analysis softwares) for data analysis

Unit 14: **Mixed Studies:** Strategies of mixing the quantitative and qualitative results; embed data, converge data, connect data – when to use these mixing strategies

Unit 15: **Discussion of Results: S**upport or non-support for all hypotheses, answers to research questions; similarities and differences between reported results and work of others; interpretation of results; generalizability (external validity) / transferability of the findings; implications for future research, program, or policy; alternative explanations of the findings; study's strengths and limitations.

Module 5: Academic Writing (10 Hours)

Unit 16**: Research Reports for Professional Journals:** APA Publication Manual Styles. Purpose, Audience, Organization and Content; Publication and Dissemination; Components of a Research Proposal; Organization and Lay-out; Seminars and Conferences papers. Journal article publishing standards.

Unit 17: **Stylistics:** Use of language, grammar, mechanics of style, inclusive and bias-free language; paper, font, front page, pages/sections, abstract, table and figure formats; heading styles; in-text citation, referencing; Appendices

Unit 18: **Academic Integrity:** Plagiarism, Self-plagiarism, similarity, Software to detect Plagiarism; giving credit

Unit 19: **Ethical Issues in Social Research:** Voluntary Participation, Deception and Disclosure, Informed Consent, Coercion and Deformed Consent, Confidentiality and Privacy, Distress and Emotional Harm, Incentives, Payback and Maintaining Goodwill, Institutional Review Boards, Dealing with Moral Ambiguity and Risk and Social Responsible Research as Ethical Research. Bases of research ethics – international documents.

References:

Aczel, A. D. (1995). *Statistics: Concepts and applications.* McGraw-Hill Science, Engineering & Mathematics.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101.

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Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage.

Corby, B. (2006). *Applying research in social work practice*. Open University Press.

Cramer, D. (1998). *Fundamental statistics for social research: Step-by-step calculations and computer techniques using SPSS for Windows*. Psychology Press.

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed method approaches*. SAGE.

D'Cruz, H., & Jones, M. (2004). *Social work research: Ethical and political contexts*. SAGE.

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Flick, U. (Ed.). (2014). *The SAGE handbook of qualitative data analysis*. http://dx.doi.org/10.4135/9781446282243

Garner, M., Wagner, C., & Kawulich, B. (Eds.). (2009). *Teaching research methods in the social sciences*. Ashgate Publishing.

Grinnell Jr, R. M., & Weinbach, R. (2010). *Statistics for social workers*. Allyn & Bacon.

Hendry, P. M., Mitchell, R. W., & Eaton, P. W. (2018). *Troubling method: Narrative research as being*. https://doi.org/10.3726/b13376

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Naples, N. A. (2003). *Feminism and method: ethnography, discourse analysis, and activist research*. Routledge.

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Shaw, I., & Gould, N. (2001). *Qualitative social work research*. SAGE.

Sing, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International Publishers.

Thorne, S. (2000). Data analysis in qualitative research. *EBN Notebook*, *3*, 68–70. Retrieved from http://ebn.bmj.com/

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. https://doi.org/10.4324/9780203946268

Weinberg, D. (Ed.). (2002). *Qualitative research methods* (Vol. 5). Blackwell Publishing.

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SEMESTER II				
Course Code	Name of the Course		CA	SEE
PSW2209	**ADMINISTRATION AND MANAGEMENT OF HUMAN SERVICE ORGANIZATIONS**		20	30
Type	Theory/Practical	Credits	Total instructional Hours	
Core	Theory	3	54	

Course Outcomes: By the end of the course, the students will be able to:

CO1	Plan appropriate strategies and programmes for human service organisations to cater to the needs of diverse communities.
CO2	Analyse human service organisations and adopt suitable / appropriate interventions / measures for their growth and development
CO3	Engage with diverse development organizations working at community, state, national and international level
CO4	Formation and development of human service organizations complying to existing legal framework
CO5	Adopt various measures to maintain good governance in human service organizations

COURSE OUTLINE

Module 1: Conceptual Understanding of Human Service Organizations. (12 Hours)

Unit 1: Social Welfare Administration: Definition and Scope, as a method of Social Work.
Unit 2: Social Administration, Social Service Administration, Social Security Administration, Social Welfare Administration, Public Administration, Development Administration.
Unit 3: Human Service Organisations and Characteristics.
Unit 4: Social Welfare Administration in Public Organisations: MoSJE, MoWCD, CSWB, MoUA, MoRD & PRI.

Module 2: Elements of Administration and approaches to Organizational Development.

(12 Hours)

Unit 5: Planning, Organising, Staffing, Directing, Decision-making, Coordination, Reporting, Budgeting.
Unit 6: Organizational Behaviour, Organizational Culture, Organization Development Process, approaches and strategies. Conflict Management.
Unit 7: Policy Making, Communication and Conducting meetings.
Unit 8: Leadership, Training ,Performance Appraisal.
Unit 9: Fund Raising, Resource mobilization, Corporate Social Responsibility

Module 3: Civil Society and Development Organizations. (10 Hours)

Unit 10: Types of Development Organisations: Civil Society Organisations, Community Based Organisations, Peoples ″ Organisations", Voluntary Organisations, Non - Governmental Organizations.
Unit 11: Government Policy for the Voluntary Sector.
Unit 12: Regional, National and Inter-National organizations, Development Organisations in the changing context.

Module 4: Legal Avenues for Formation of Development Organizations. (10 Hours)

Unit 13: Organisational Planning: Development of Vision, Mission, Goals, Objectives and Structure.
Unit 14: Legislative Framework: The Societies Registration Act (1860), The Public Trust Act (1882), Section 25A of The Companies Act (1956), Producer Organisations under Indian Companies Act (Chapter IX A), The Cooperative Societies Act (1912), Sections 12A and 80G of The Income Tax Act (1961).
Unit 15: Foreign Funding: Application, Procedure and Foreign Contribution Regulatory Act (2010).

Module 5: Human Service Organization Governance: Linking Experience to Best Practices. (10 Hours)

Unit 16: Good Governance, Governance standard codes and Accountability.
Unit 17: The relationship between Board Members, Executive Directors, Senior Managers, Founders and other stakeholders.
Unit 18: Social Marketing and Marketing mix, Cause Related Marketing, Public Relations and Networking.

References

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SEMESTER II			
Course Code	Name of the Course	CA	SEE
PSW2210	**ABNORMAL PSYCHOLOGY**	20	30
Type	Theory/Practical	Credits	Total instructional Hours
Core	Theory	3	54

Course Outcomes: By the end of the course, the students will be able to:

CO1	Analyse the concepts and historical development of Abnormal psychology
CO2	Apply theories of abnormal psychology in social work practice
CO3	Effectively diagnose psychiatric conditions in clinical social work practice with adults using ICD
CO4	Effectively diagnose psychiatric conditions in clinical social work practice with children and adolescents using ICD
CO5	Demonstrate the Role of Social Work in promoting Positive Mental Health and preventing mental illness

COURSE OUTLINE

Module 1: Introduction to Abnormal Psychology (12 Hours)
Unit 1: History, definition, concept of normality.
Unit 2: Abnormality: Role of culture, geography and time in establishing abnormality, Causes of abnormal behaviour.
Unit 3: Classification of psychological disorders: organic, functional, neurotic and psychotic disorders.
Unit 4: Understanding of ICD and DSM. Psychosocial classification of diagnosis in ICD.
Unit 5: Stress: Eustress, Distress and the Stress cycle. The Diathesis Stress model.

Module 2 Classification of Mental Disorders (10 Hours)
Unit 6: Mental and behaviour al disorders due to psycho-active substance use.
Unit 7: Schizophrenia, Schizotypal, Delusional and Mood disorders;
Unit 8: Personality disorders, Mental Retardation.

Module 3 Classification of Mental Disorders (Contd.) (10 Hours)
Unit 9: Neurotic & stress related somatoform disorders;
Unit 10: Behavioural syndromes associated with physiological and physical disturbances
Unit 11: Disorders of psychological development - Behavioural and emotional disorders with onset usually occurring in childhood and adolescence.

Module 4 Major Psychological Theories (12 Hours)
Unit 12: Role of Psychology in understanding human behaviour
Unit 13: Psychodynamic theories – Psychoanalysis and Psychosocial analysis
Unit 14: Behavioural theories – Classical Conditioning, Operant Conditioning, Social Learning, Cognitive theories.

Module 5 Role of Social Work in promoting Positive Mental Health. (10 Hours)
Unit 15: Characteristics of a mentally healthy person.
Unit 16: Promoting positive mental health at micro, mezzo and macro levels.
Unit 17: Role of Social Worker in the field of abnormal psychology.

References

Ahuja, N. (2011). *A short text book of psychiatry*, (7th ed.), Jaypee brothers.

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SEMESTER II			
Course Code	Name of the Course	CA	SEE
PSW2211	**SOCIAL LEGISLATION AND HUMAN RIGHTS**	20	30
Type	Theory/Practical	Credits	Total instructional Hours
Core	Theory	3	54

Course Outcomes: At the end of this course, student will be able to:

CO1	Critically analyse the existing legal provisions in the light of human right theories and approaches in social work practice contexts
CO2	Initiate and advocate for new social laws and policies wherever required within the current system of legislative process in India
CO3	Apply tools and systems of social defence for defending human rights and ensuring social justice.
CO4	Employ laws and policies for protecting the rights of women, children, persons with disabilities, sexual and gender minorities, and other disadvantaged groups
CO5	Employ existing social security schemes and provisions for the benefit of populations in need

COURSE OUTLINE

Module 1 - Legislation in India (8 Hours)

Unit 1: concept and definitions; meaning and scope; kinds of law, Indian legal system, legislation as a judicial branch of Government, sources of law, law-making body, process of legislation and Judicial review.

Unit 2: Background and history; Sources, Framing of the Indian Constitution and Preamble, Salient features of Indian Constitution, fundamental rights and duties, writs, DPSP.

Unit 3: Union Parliament – Lok Sabha and Rajya Sabha, President, Prime Minister and Council of Minister

Unit 4: Social Legislation- concept, objectives, Social Legislation and Social policy, Social Change, Social control and social justice, Social legislation and Social work, Role of social worker in legal assistance.

Module 2: Legislations related to women, children, family and marginalized groups (11 Hours)

Unit 5: Marriage, Divorce, widow remarriage, introduction to succession and laws of inheritance, women's property rights, maintenance.

Unit 6: Indecent representation of women, trafficking of women,

Women's commission, Jagratha Samithy, DV Act, Family court-structure and functioning.

Unit 7: Laws relating to Child welfare and protection: JJ Act, POCSO Act, laws relating to child marriage, child labour, trafficking etc, Guardianship, Commission for Child Rights, Childline; Government and Non-Governmental organizations handle legislations related to children (Children's home, Child line etc.).

Unit 8: Protection of civil rights, prohibition of atrocities, Immoral Traffic prevention, sexual offences, Persons with Disability, protection of Elderly, constitutional provisions to SC/ST

Unit 9: Laws relating to Mental Health: Mental Health Act1987, Mental Health Care Act Laws relating to Health: MTP, Medical Negligence, food adulteration.

Module 3: Tools and systems for social defence (9 Hours)

Unit 10: Law Procedures in Law enforcement-definitions and objectives, IPC; CrPC, Role of court, Judiciary, Police and prisons.

Unit 11: FIR, Arrest, Summons, Warrant, Bail, Cognizable and non- cognizable offences, Charge Sheet, Police Custody and Judicial Custody

Unit 12: Rights related to arrest, detention and imprisonment; Public Interest Litigations (PIL), Probation and parole, need for rehabilitation of ex-convicts.

Module 4: Social Security & Legal Service Authorities (8 Hours)

Unit 13: ESI Act, Workmen's compensation Act, Maternity Benefit Act

Unit 14: Minimum Wages Act – MGNREGA Laws relating to consumer protection

Unit 15: Legislations related to Environment: Environment protection, land reforms, LARA.

Unit 16: Corruption: RTI as a tool

Module 5: Foundations of Human Rights (9 Hours)

Unit 17: Concept of human rights; Human dignity as foundation of human rights- Debates of Universality and Relativism- Interdependence and Indivisibility.

Unit 18: Evolution of human rights

Unit 19: Normative foundations of Modern Human Rights; Universal Declaration of Human Rights-International Covenant on Civil and Political Rights- International Covenant on Economic Social and Cultural Rights

Unit 20: Diversity within a Human Rights Perspective Human rights instrumentalities, human rights activists and human rights movements.

Module 6: Implementation of Human Rights (9 Hours)

Unit 21: Human rights-based approaches to poverty and health; Human Rights and Children, persons with Disabilities, Persons with HIV-AIDS, Trans-genders, Older Persons and Victims of Racism, Casteism etc.

Unit 22 : National Mechanism for Implementation of Human Rights; Constitution and human rights– Supreme Court and High Courts- National Human Rights Commission – Commissions for protecting the rights of women, children, people belonging to scheduled castes and scheduled tribes, minorities.

Unit 23: International aspects of Human Rights; - UN Human Rights Council, Applying Human Rights to the Social Work Profession, Role of NGO and Media in promoting human Rights, competencies required for a social worker to provide legal support to the disadvantaged groups.

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SEMESTER II			
Course Code	Name of the Course	Weight	
PSW2212	**FIELD PRACTICUM - II**	50	
Type	Theory/Practical	Credits	Total Hours
Core	Practical	6	216

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

Course Outcomes: At the end of this course, student will be able to:

CO 1	Demonstrate social work engagement skills in the community
CO 2	Assess the needs of a community and prioritize the needs
CO 3	Organize communities for a cause/programme to address the community need/issue
CO 4	Demonstrate skills in writing reflective reports about the social work engagement
CO 5	Apply skills in community case work (Micro Practice)

ASSESSMENTS

	Components	Weight
1	Critical paper on my understanding of community practice	5
2	Community programme proposal and community programme report	5
3	Micro Practice	5
4	Field Practicum Daily Reports and summary reports	10
5	Field practicum- presentation	5

	Components assessed in Viva Voce	
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
	Total	**50**

Field practicum requirements
- Learning agreement
- Prepare an critical paper on my understanding of community practice on the basis of field engagements
- Prepare daily and summary report of the field practicum
- Organize a community programme or involve in a social action movement on the basis of need identification and prioritization (duly acknowledged in the daily newspaper)
- Practice community casework (micro practice in the community context) using any of the theoretical paradigm you have learned in the classroom (eg. social exchange theory, system theory)
- Prepare and submit community programme proposal and community programme reports
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation

SEMESTER III

Code	Course		Credit	Hrs / Week
PSW2213	Theories and Frameworks for Social Work Practice		3	3
PSW2214	Participatory Programme Planning and Management		3	3
PSW2215	Integrated Social Work Practice With Diverse Population		3	3
PSW2216	Development Social Work – Urban and Rural Development		3	3
PSW2217	Psychopathology for Social Work Practice		3	3
PSW2218A	Field Practicum III – Psychiatric Social Work	Elective	6	12
PSW2218B	Field Practicum III – Rural Community Development			
PSW2218C	Field Practicum III – Family and Child Welfare			
	Sub Total		**21**	

SEMESTER III				
Course Code	Name of the Course		CA	SEE
PSW2213	**THEORIES AND FRAMEWORKS FOR SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: By the end of the course, the students will be able to:

CO1	Critically analyze social systems and contexts in the light of theories, epistemologies, and paradigms.
CO2	Apply Psycho dynamic, Crisis intervention and task centred, and Cognitive behavior frameworks in social work practice contexts.
CO3	Apply system and ecological frameworks in social work practice contexts.
CO4	Apply strength perspective and evidence-based approaches in social work practice contexts.
CO5	Apply modern critical, postmodern, Gandhian, and subaltern perspectives in social work practice contexts.

COURSE OUTLINE

Module 1 (10 Hours)

Unit 1: Role of theory, construction of social work theory

Unit 2: Influence of paradigms in Social Work – Health and Welfare: Biomedicine, Economics, law, Psychological and Sociological influences in Social Work, Spiritual and religious discourses.

Module 2 (10 Hours)

Unit 3: Introduction to theories and social epistemologies- positivism, post-positivism, Marxism and critical theory, structuralism, 'post theories' and feminism.

Unit 4: Need and Importance of theories in social work practice

Unit 5: Barriers to use of theory in practice

Unit 6: Creating theory in practice

Module 3 (10 Hours)

Unit 7: Psycho dynamic perspectives, Crisis intervention and task centred, Cognitive behavior

Unit 8: System and ecological perspective - Theory: three waves of system theory – General System theory, Ecosystems perspectives, Compels systems theories. Strengths and limitations of systems theories in social work.

Module 4 (12 Hours)

Unit 9: The strengths Perspective – origin and knowledge foundations, practice principles.

Unit 10: Strength perspective in community development – Asset Based Community Development.

Unit 11: Strengths and weaknesses of strength perspective

Unit 12: Evidence based-practice – key ideas, domains, assumptions and principles, importance in social work practice.

Module 5 (12 Hours)

Unit 13: Modern Critical Social Work–foundations, historical development, values, practice principles.

Unit 14: Marxian, radical, structural, antiracist, feminist and anti-oppressive frameworks in modern critical social work.

Unit 15: Empowerment and advocacy, Gandhism - nationalism and post-colonial positions

Ambedkar and rise of the Dalits and other subaltern perspectives.

Unit 16: Postmodern approaches in Social Work Practice – Postmodernism: Key concepts, practice principles, importance in social work practice, uses and limitations.

R**eferences**

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SEMESTER III				
Course Code	Name of the Course		CA	SEE
PSW2214	**PARTICIPATORY PROGRAMME PLANNING AND MANAGEMENT**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	**Theory**	**3**	**54**	

Course Outcomes: A student learning this course must be able to:

CO1	Develop a participatory framework in undertaking development activities
CO2	Critically appraise the participatory framework approach by the Government and NGOs
CO3	Plan and implement projects in a participatory way in social work practice for addressing the developmental needs/solving the problems of a community.
CO4	Effectively use the various techniques and tools of evaluation such as PERT, CPM, GERT, LOB, etc.
CO5	Develop project proposals for Social Work Practice

Module 1: Participatory Frame of Program Planning (9 Hours)

Unit 1: Definition and concept of Program and project; Definition of Program planning

Unit 2: Levels of participation, stages of participation; Conditions for facilitating participation in Development.

Unit3: Role of voluntary organizations in promoting participation in development.

Unit 4: Participatory approach by government through decentralized planning.

Module 2: Steps in Participatory Program Planning (8 Hours)

Unit 1: Identifying needs- PRA/PLA for identifying people's needs

Unit 2: Determining priorities; Assessing feasibility; Specifying goals and objectives.

Unit 3: Identifying preferred solution; Preparing action plan.

Unit 4: Concept of Logical Framework Analysis and Result Based Management.

Module 3: Elements of Project Formulation& Financial Management of the Project (10 Hours)

Unit 5: Feasibility analysis, techno analysis, project design and network analysis, input analysis, financial analysis, social cost benefit analysis, pre invest analysis.

Unit 6: Preparation of cost plan, Need for cost-benefit analysis.

Unit 7: Accounting and Record keeping in a Project; Preparation of accounts for auditing-records needed.

Unit 8: Rules regarding foreign contributions-FCRA; Fund raising methods for local financial participation in the project.

Module 4: Administration of the Project (8 Hours)
Unit 9: Role of Intermediary Organization in the administration of the project.
Unit 10: Role of target constituency in administration.
Unit 11: Preparing procedures and rules for the efficient functioning of the organization
Unit 12: Administering the project, management of the personnel, performance appraisal.

Module 5: Monitoring and Evaluation of Project (10 Hours)
Unit 13: Monitoring & Evaluation–Concept, purpose.
Unit 14: Project Scheduling–Gantt Charts, Program Evaluation and Review Technique (PERT) and Critical Path Method (CPM), Graphical evaluation and review technique (GERT), Line of Balance (LOB) Workshop analysis scheduling Program (WASP).
Unit 14: Logical Framework as a tool in Monitoring and Evaluation. Assessment at various stages of the project: Pre-Program Assessment, Feasibility Assessment, Mid-term and Impact Evaluation.
Unit 15: Criteria for evaluation: achievement of physical targets, utilization of benefits, people's participation, educative value, technical aspects, deviation from the original plan, procedural accuracy, accounting procedures, costs, supervision efficiency, public relations

Module 6: Components of Project Proposal (9 Hours)
Unit 16: Project title, Executive Summary, introduction, objectives.
Unit 17: project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget.
Unit 18: monitoring and evaluation plan, outcome/ output/impact, sustainability of the project and conclusion. Familiarizing with various project format.
Unit 19: Practical session on project writing (workshop).

References

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SEMESTER III				
Course Code	Name of the Course		CA	SEE
PSW2215	**INTEGRATED SOCIAL WORK PRACTICE WITH DIVERSE POPULATION**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: A student learning this course must be able to:

CO1	Engage with children, assess their problems, conduct appropriate interventions, and evaluate the effectiveness of the interventions.
CO2	Engage with the youth, assess their problems, conduct appropriate interventions, and evaluate the effectiveness of the interventions.
CO3	Engage with women, assess their problems, conduct appropriate interventions, and evaluate the effectiveness of the interventions.
CO4	Engage with the older adults, assess their problems, conduct appropriate interventions, and evaluate the effectiveness of the interventions.
CO5	Engage with the persons with disabilities, assess their problems, conduct appropriate interventions, and evaluate the effectiveness of the interventions.

COURSE OUTLINE

Module I: Child Development (12 Hours)
Unit 1: Theories of child development - psychoanalytic theory, psychosocial theory, cognitive-development theory, leaning theory
Unit 2: Children at Risk - child labour, child abuse, street children, child trafficking, Child marriage, Child prostitution, Children of sex workers
Unit 3: Schemes and services for children – ICDS, Integrated Child Protection Scheme (ICPS), Adoption, Foster Care, Sponsorship, Childline, Kaval, Balasabha
Unit 4: Juvenile Justice (Care and Protection of Children) Act, Protection of Children from Sexual Offences

Module II: Youth Welfare and Development (10 Hours)
Unit 5: Youth - concept, characteristics, demographics
Unit 6: Problems of youth - unemployment, youth unrest, substance abuse, suicide, generation gap and terrorism
Unit 7: Programmes and polices – Governmental programmes for youth, National Youth Policy

Unit 8: skills essential for working with youth and Role of a social worker in youth development

Module III: Women (12 Hours)
Unit 9: Women in distress - Destitute women, widows, domestic violence, dowry death, female infanticide and feoticide, rape, prostitution
Unit 10: Feminism - history, ideology, feminist movement, approaches to feminism
Unit 11: Programmes and Schemes for women: Nirbhaya, One stop centre, sahayahatham, Abhayakiranam, Ashwasanidhi, First 1000 days, Mangalya, Educational Assistannce to Women headed families, Gender park
Unit 12: Legal rights – Dowry Prohibition Act, Sexual Harassment at Workplace, Domestic Violence Act etc

Module IV: Elderly (10 Hours)
Unit 13: Basic concept – Ageing, Elderly, Ageism, Gerontology, Geriatrics, Senescence, bereavement, Living arrangements, Euthanasia.
Unit 14: Biological, Psychological, Sociological context of elderly
Unit 15: Theories related to ageing
Unit 16: Programmes and policies for elderly, interdisciplinary team in Geriatric care - components of Geriatric Social Work: patient assessment, medical and social concerns, living situations, financial, education and work history, social and vocational rehabilitation

Module V: Differently Abled and Rehabilitation (10 Hours)
Unit 17: Concepts: Impairment, Handicap and Disability
Unit 18: Disability: types, severity
Unit 19: Rights of Persons with Disabilities Act, 2016, Rehabilitation Council of India

References:

Desai, M., & Raju, S. (2000). *Gerontological social work in India.* B R Publishing Company.

Karna, G., N. (2001). *Disability studies in India: Retrospects and prospects*. Gyan Publishing House.

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SEMESTER III				
Course Code	Name of the Course		CA	SEE
PSW2216	**DEVELOPMENT SOCIAL WORK – URBAN AND RURAL DEVELOPMENT**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes

A student learning this course must be able to:

CO1	Critically analyse the current developmental issues in the light of the historical evolution of developmental discourses.
CO2	Apply appropriate concepts and models on development in social work practice in community development.
CO3	Appraise development policies within national and international policy frame works
CO4	Formulate action plans to address the development problems
CO5	Critically appraise on rural and urban community development programmes in India.

COURSE OUTLINE

Module 1: History and theories of Development (10 Hours)

The emergence of the concept of development and history of development theory - Theories of modernization and growth, Dependency and world system theories.

Political economy of development, The neoclassical/ neoliberal theories, The post development theories – Escobar, Capability Approach - Amartya Sen,

Critiques of the concept of Development, Alternative Development.

Module 2 Development concepts and models (12 Hours)

Indicators of Development, Underdevelopment Indicators and the paradigm shifts in formulating the new indicators, Social Development, Human Development, Sustainable Development (1). Organized and unorganized development – problems and strategies – unemployment and development – employment programmes. (2). Self-employment – concept importance and models. Employability – concept and meaning. (3.) Poverty –

concepts and causes, magnitude of poverty in India and Kerala. (4). Approaches and programmes of poverty eradication: Resources identification, mobilization and utilization of developmental resources, (6). health and education: Major Debates and its role in development(7) Understanding Kerala model of Development: Genesis, Growth and Critical Positions (Dalit, Tribal and Gender Perspectives)(8). Gender and Development - Feminist Development Thoughts - From Women and Development to Gender and Development (WID, WAD, GAD etc). Feminization of poverty and multidimensional poverty- Gender mainstreaming, participatory approaches, gender budgeting, micro-credits, gender and corruption.

Module 3 Community Development and Gandhian Perspective (10 Hours)

Community Development – definition, concept, History of development intervention in India and Kerala – advances in Community Development: Community based organizations. Gandhian concepts of development:- Swaraj, trusteeship, swadeshi. truth, nonviolence. Decentralization and Participatory Development. Gandhian economic ideals. 18 constructive programs. Eleven vows. Seven social evils and solutions. Gandhian concept of rural development. Gandhi and village industries. Khadi and self-reliance. Gandhian idea on village self-sufficiency. Relevance of Gandhian ideas in post colonialist India.

Module 4 International Perspectives on Development (12 hours)

Globalization and Development- colonialism, neo-colonialism and unequal development. Global Inequality, Popular movements against the adverse impact of globalization, Aid & Governance- National development agencies and bilateral aid. UN Declaration on right to Development, Role of UN agencies: - UNDP, UNICEF International legislations: - Conventions, Role of International and National NGOs and network to raise concern on behalf of affected people.Case Studies of Development experiments in Different regions of the world

Module 5 Rural and urban community Development in India (10 Hours)

Characteristics of Rural and urban communities, rural urban continuum, Rural and urban problems, movements and struggles, programmes for rural community development and urban community development in India, Rural and urban governance in India: Panchayati Raj and Nagarapalika Acts

References

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SEMESTER III				
Course Code	Name of the Course		CA	SEE
PSW2217	**PSYCHOPATHOLOGY FOR SOCIAL WORK PRACTICE**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: A student learning this course must be able to:

CO1	Demonstrate ethical and professional behaviour in mental health setting.
CO2	Formulate cases in the light of psychiatric case history, and psychopathology in social work practice in mental health setting.
CO3	Formulate cases in the light of , mental status examination, and psychopathology in social work practice in mental health setting.
CO4	Analyse the stigma and burden arising from mental illness in the family of people with mental illness.
CO5	Formulate appropriate interventions plans to perform the preventive, curative, and promotive roles of social worker in mental health setting.

Module 1: Introduction, History and Trends Psychiatry and Psychiatric Assessment (9 Hours)

Unit 1: Psychiatry – Meaning and Definition, History and Growth of Psychiatry

Unit 2: Traditional and Modern attitude towards viewing psychiatric illness and treatment of psychiatric illness

Unit 3: Overview of Treatment Approaches to Mental Health Problems: Perspectives on Prevention, Biological and Psychosocial Interventions

Module 2: Assessment in psychiatry (8 Hours)

Unit 4: Psychiatric interviewing - Content, types, techniques & skills,

Unit 5: Case History recording – Introduction and Importance, Application

Unit 6: Mental Status Examination – Introduction and Importance, Application

Module 3: Overview of Clinical Psychopathology and related Concepts (8 Hours)

Unit 7: Disorders of perception and thought and speech

Unit 8: Disorders of memory

Unit 9: Disorders of emotion and experience of the self and consciousness

Unit 10: Motor disorders.

Module 4: Neurotic and Behavioural Syndromes and Related Concepts (10 Hours)

Unit 11: Prevalence and aetiology, Clinical manifestation, course and outcome

Unit 12: Different treatment modalities of neurotic, stress-related and somatoform disorders – Phobia, Obsessive Compulsive Disorder, Panic Disorder, Generalized Anxiety Disorder, Dissociative Disorder, Somatoform Disorder.

Unit 13: Social - Cultural factors in psychiatric disorders with special reference to India

Unit 14: Transcultural psychiatry - culture bound syndromes.

Module 5: Psychological Disorders and related concepts (10 Hours)

Unit 15: Behavioural syndrome associated with physiological disturbances and factors- Eating Disorders, Sleep Disorders, Sexual Dysfunction and Sexual deviations.

Unit 16: Prevalence, aetiology, clinical manifestation, course, outcome and different treatment modalities of Childhood Disorders: Specific Learning Disabilities, Pervasive Developmental Disorder

Unit 17: Prevalence, aetiology, clinical manifestation, course, outcome and different treatment modalities of Childhood Disorders: ADHD, Conduct Disorder, Emotional Disorders.

Module 6: Schizophrenia and Mood Disorders (9 Hours)

Unit 18: Prevalence and aetiology

Unit 19: Clinical manifestation, course and outcome

Unit 20: Different treatment modalities

Unit 21: Understanding schizophrenia, schizotypal and delusional disorders Mood [affective] disorders – Mania & Depression

Unit 22: Role of Psychiatric Social Worker

References

American Psychiatric Association (2000). *DSM-IV-TR*. The American Psychiatric Association.

Gelder, M., Mayou, R., Cowen, P, (2001). *The shorter oxford textbook of psychiatry*. Oxford University Press.

Hamilton, M. (1994). *Fish's Clinical Psychopathology*. Varghese publishing house.

Namboothiri, V.M.D. (2009). *Concise Textbook of Psychiatry*. Elsevier health sciences.

Sadock, B., Kaplan, H. & Sadock, V. (2000). *Kaplan & Sadock's Comprehensive Textbook of Psychiatry*. Lippincott Williams & Wilkins.

Sadock, B.J. (2007). *Synopsis of Psychiatry 10th Edition*. Wolters Kluwer India.

Vyas, J.N. & Ahuja, N. (1999). *Textbook of Postgraduate Psychiatry*. (Vol. 1 & 2). Jaypee Brothers.

World Health Organization (2002). *ICD-10 Classification of Mental and Behaviour al Disorders.* WHO. (Also Available in www.who.int/entity/classifications/**icd**/en/bluebook.pdf*)*

SEMESTER III		
Course Code	Name of the Course	Weight
PSW2218A	**Field Practicum III - PSYCHIATRIC SOCIAL WORK**	50
Type	Theory/Practical	Credits	Total Hours
Core	**Practical**	**6**	**216**

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

COURSE OUTCOMES

CO 1	Critically appraise the administrative structure and functioning of psychiatric and mental health agencies
CO 2	Practice case history and mental status examination in the respective setting
CO 3	Practice social work (shadowing) at micro level in psychiatric setting
CO 4	Develop a monograph in their respective field
CO 5	Develop a project proposal for the agency

ASSESSMENTS

	Components	Weight
1	Report on organizational structure, administration and functioning of social work agency	5
2	Monograph	5
3	Mental Status Examination/case history	5
4	Completion and reporting of project proposal for the agency	5
5	Practice social work (shadowing) at micro level	5

6	Field Practicum Reports and Presentations		5
	Components assessed in Viva Voce		
6	Ability to integrate academic knowledge in the field setting		5
7	Critical Observations		5
8	Ability to hold responsibility and initiatives taken		5
9	Quality of Reports		5
			50

Field practicum requirements

- Learning agreement
- Prepare a report on administrative structure and functioning of the agency
- Prepare a monograph and submit report
- Project proposal
- Family assessment
- Practice social work (shadowing) at micro level
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER III		
Course Code	Name of the Course	Weight
PSW2218B	**Field Practicum III - RURAL COMMUNITY DEVELOPMENT**	50
Type	Theory/Practical	Credits	Total Hours
Core	Practical	6	216

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days – 216 Hours**

COURSE OUTCOMES

CO 1	Critically appraise the administrative structure and functioning of agencies in rural community settings
CO 2	Develop the skills in using PRA techniques in the community setting
CO 3	Develop a project proposal for the agency
CO 4	Develop a monograph in their respective field
CO 5	Develop a community intervention based on the agency

ASSESSMENTS

	Components	**Weight**
1	Report on organizational structure, administration and functioning of social work agency	5
2	Monograph	5
3	PRA	5
4	Completion and reporting of project proposal for the agency	5
5	Report on community intervention	5
6	Field Practicum Reports and Presentations	5

	Components assessed in Viva Voce	
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
		50

Field practicum requirements
- Learning agreement
- Prepare a report on administrative structure and functioning of the agency
- Prepare a monograph and submit report
- Project proposal
- Community intervention
- Field Practicum Reports. (Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER III		
Course Code	Name of the Course	Weight
PSW2 218C	**Field Practicum III FAMILY AND CHILD WELFARE**	50
Type	Theory/Practical	Credits	Total Hours
Core	Practical	6	216

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

COURSE OUTCOMES

CO 1	Critically appraise the administrative structure and functioning of agencies in the family and child welfare setting
CO 2	Demonstrate the assessment using genogram and ecomap in the practice setting
CO 3	Practice social work (shadowing) at micro level in family & child settings
CO 4	Develop a monograph in their respective field
CO 5	Develop a project proposal for the agency

ASSESSMENTS

	Components	Weight
1	Report on organizational structure, administration and functioning of social work agency	5
2	Monograph	5
3	Assessment using genogram and ecomap	5
4	Completion and reporting of project proposal for the agency	5
5	Practice social work (shadowing) at micro level	5
6	Field Practicum Reports and Presentations	5

	Components assessed in Viva Voce	
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
		50

Field practicum requirements

- Learning agreement
- Prepare a report on administrative structure and functioning of the agency
- Prepare a monograph and submit report
- Project proposal
- Genogram and ecomap
- Practice social work (shadowing) at micro level
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER IV

CODE	COURSE		CREDIT	HRS/WEEK
PSW2219	Environment and Disaster Management		3	3
PSW2220	Social Work Practice in the Field of Health		3	3
PSW2221	Gender and Development		3	3
PSW2222	Social Work Practice in the Field of Mental Health		3	3
PSW2223	Research Project		3	3
PSW2224A	Field Practicum IV – Medical Social Work	Elective	6	12
PSW2224B	Field Practicum IV – Urban Community Development			
PSW2224C	Field Practicum IV – Family and Child Welfare			
PSW2225	Field Practicum V		5	10
PSW2226	Comprehensive Viva Voce		1	
	Total		**27**	

SEMESTER IV				
Course Code	Name of the Course		CA	SEE
PSW2219	**ENVIRONMENT AND DISASTER MANAGEMENT**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: A student learning this course must be able to:

CO1	Identify the natural environment and its interrelatedness with human activities.
CO2	Assess the need for environmental conservation for a sustainable future.
CO3	Prepare an action plan to solve the emerging environmental social issues.
CO4	Implement the prepared action plan to combat an environmental social issue in a given community/ disaster management plan for a given disaster situation in a community
CO5	Evaluate the action plan implemented on the ground.

COURSE OUTLINE

Module 1: Environment and Natural Resources (9 Hours)

Unit 1: Environment: Definition, Scope and Importance: Need for public awareness.

Unit 2: Natural resources and associated problems: Forest, Water, Mineral, Food, Energy,

and Land. Natural Resource Management.

Unit 3: Conservationists v/s Preservationists.

Unit 4: Anthropocentric approach v/s Ethno-centric approach in Environmental Studies.

Module 2: Ecosystems (8 Hours)

Unit 5: Concept of an ecosystem. Introduction, types, characteristic features, structure

and function.

Unit 6: Ecosystem: Forest ecosystem- Grassland ecosystem –

Unit 7: Ecosystem: Desert ecosystem- Aquatic ecosystems (ponds, streams, lakes, rivers,

oceans, estuaries)

Module 3: Environmental Pollution and Human Population (10 Hours)

Unit 8: Environmental Pollution- Definition- Cause, effects and control measures of: Air

pollution Water pollution, Soil pollution, Noise pollution, Thermal pollution, Nuclear

hazards, and Solid Waste Management.

Unit 9: Environmental Studies and its Multi-Disciplinary nature

Unit 10: Sustainable development- Management & Conservation change.

Unit 11: Environment and human health. Case Studies

Module 4: Global environmental crisis and its linkages to the development process.

(8 Hours)

Unit 12: Global warming, Environmental politics and resource development regimes;

Unit 13: Social Work Practice in the context of rising global environmental issue

Unit 14: Contemporary Environment Movements

Module 5: Disaster Management (10 Hours)

Unit 15: Definition, Natural and Human made disasters; multiple causes & effects;

Unit 16: Stages of disaster; Preventive Measures.

Unit 17: Components of Disaster Management, Government's Role in Disaster

Management through Control of Information, Actors in Disaster Management, Organizing

Relief measures at National and Local Level, NDRF

Module 6: Disaster Social Work (9 Hours)

Unit 18: Development and Disaster

Unit 19: Disasters and their effective management: Cases from India

Unit 20: Disaster Social Work, Role of Social Workers, Global Social Work Practice in

Disaster Management.

Supplementary Field Activity: Nature Camp, Green Audit

References:

Ahluwalia, V. K. (2015). *Environmental studies: basic concepts*. The energy and resources
          institute (teri).

Bharucha, E. (2005). *Textbook of environmental studies for undergraduate courses*.
          Universities Press.

Carson, R. (2002). *Silent spring*. Houghton Mifflin Harcourt.

Clapham, A. (2016). *Human rights: A very short introduction*. Oxford University Press.

Cunningham, W. P., & Cunningham, M. A. (2014). *Environmental science: A global
          concern*. College Ie Overruns.

Lee, H. (1970). *To kill a mockingbird*. Dramatic Publishing.

Palanivel, K., Saravanavel, J., & Gunasekaran, S. (2015). *Disaster management*. Allied
          Publishers.

Singh, K. (2013). *Train to Pakistan*. Penguin Books India.

Suresh, G. (2010). *Environmental studies and ethics*. I. K. International Pvt.

SEMESTER IV				
Course Code	Name of the Course		CA	SEE
PSW2220	**SOCIAL WORK PRACTICE IN THE FIELD OF HEALTH**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: A student learning this course must be able to:

CO1	Critically analyse the basic concepts of health and community Health
CO2	Critically analyse the healthcare systems, health policies and programs in India
CO3	Apply relevant intervention strategies to achieve desired outcomes in social work health care practice
CO4	Practice hospital social work in different departments.
CO5	Practice in interdisciplinary teams in different health care settings.

COURSE OUTLINE

Module 1: Concept of Health (12 Hours)
Unit 1: Determinants and Concepts of Health
Unit 2: Health care systems
Unit 3: Principles of Epidemiology, Epidemiological triad
Unit 4: Epidemiological Methods- Screening for Disease
Unit 5: Epidemiology of communicable and non- communicable diseases and conditions

Module 2: Community health- Basic concepts (10 Hours)
Unit 6: Definition and Concepts, Health education- Content and communication methods
Unit 7: National health policies and programs in India
Unit 8: Population management, Reproductive and Child Health (RCH), Nutritional health
Unit 9: National and International Health Organisations

Module 3: About Medical Social Work (10 Hours)
Unit 10: History of Medical Social Work; Social Work Practice in Hospitals
Unit 11: Collaboration: the interdisciplinary team; Managed care
Unit 12: General Medical Social Work; Types of services included; Case Management
Unit 13: Utilization Review; Discharge Planning

Module 4: Social Work practice in different Departments (10 Hours)
Unit 14: Social Work in the Obstetrics/Gynaecology Unit
Unit 15: Social Work in the Neurology Unit
Unit 16: Social Work in the surgical Unit
Unit 17: Department for stroke
Module 5: Social Work practice in hospital (12 Hours)
Unit 21: The Renal social worker; The Cardiac care social worker
Unit 22: The Hospice Social Worker; Organ Transplant social work; Paediatric Oncology social work; Oncology social work with adults
Unit 23: The HIV/AIDS social work, Medical ethics and patient rights
Unit 24: Social work in the rehabilitation unit; Social worker in the burn; Social work in emergency room, Stroke

References:
Sarah, G., Teri, B. (2012). *Handbook of health social work,* (2nd Ed.) Wiley.
Joan, B. (2006). *Hospital social work: The interface of medicine and caring*. Rutledge.
Neil, B. (1978). *Social work in health care: A guide to professional practice.* The Haworth Press.
Park, K. (2015). *Park's text book of preventive and social medicine* (23rd Ed.). Banarasidas Bhanot.
Singh, D. S. (2012). Social work in health care: Its past and future. Sage Publishers.

SEMESTER IV				
Course Code	Name of the Course		CA	SEE
PSW2221	**GENDER AND DEVELOPMENT**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: At the completion of the course the student will be able to:

CO1	Evaluate the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.
CO2	Assess the ways in which societal institutions and power structures impact the material realities of different genders.
CO3	Incorporate feminist theoretical perspectives in problem solving related to gender issues
CO4	Build connections between global, regional, and local issues, and their relationship to different gender experiences and to human rights.
CO5	Critically engage with contemporary scholarship on gender and development.

COURSE OUTLINE

Module 1: Introduction to Gender (12 Hours)

Unit 1: Gender - Gender, Gender sensitivity, Gender equality and its various forms (eg:Oppression, subjugation, subordination),Gender equity, Gender Constructs and stereotypes, Gender spectrum.

Unit 2: Feminism - Definition and different ideologies of Feminism. Feminist theories:- Western thought, Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, etc.

Unit 3: Feminist Movement -Global Patriarchy as initiator of Feminist Movement-historical overview of Feminist movements. Modern Movement – First World Conference on Women

as a milestone of modern movement (1975 Copenhagen) - succeeding world conferences on women.

Unit 4: Development perspectives - Women in development (WID), Women and Development (WAD), Gender and Development (GAD).

Unit 5: Historical overview of Gender in Regional, National and Global levels- various meanings of gender identity and notions- cultural beliefs, values, and representations of different gender identities-past, present, and future–in relation to socialization, work, family, class, culture, sexuality, and technological change. History of Women Studies in India and US.

Module 2: Status of different Genders (12 Hours)

Unit 6: Status of different genders in society: Demographic profile of genders: rural, urban, tribal - with reference to Health, Education, and Employment.

Unit 7: Socio legal status of genders among different religious groups.

Issues relating to women: destitute women, widows, un-wed mothers, single women.

Unit 8: Gender as power relation; Gender roles and social relations analysis; Resource accessibility of different genders.

Unit 9: Social dimensions of hierarchical power relations in institutions of different genders; Gender in relation to neoliberalism and global financial crisis; Climate change and gender.

Unit 10: Gender violence and sexual harassment in different countries; Gender related cultural attitudes and values.

Module 3: Gender and Reproductive Health (10 Hours)

Unit 11: Reproductive health and its importance for development and Gender issues; Maternal and infant health and mortality

Unit 12: Right for adequate medical care, Lowering levels and differences in access to medical care in various parts of the world.

Unit 13: Reproductive rights as both right to have and not to have a child or children.

Unit 14: Abortion, contraception and reproductive technologies;

Unit 15: Fertility issues in their relation to development and modern life

Unit 16: Large families; Voluntary childlessness and One parent families

Module 4: Sexuality and Beauty (10 Hours)

Unit 17: Sexuality and Sexual Orientations (LGBTQ+)

Unit 18: Concept of beauty - as the recourse in power struggle, appearance standards as imposed on women and taking their time of them.

Unit 19: Representation of different Genders in Media; Body positive movement.

Module 5: Regional, National and International Legal Instruments (10 Hours)

Unit 20: Policies, Acts and Schemes related to different Genders.
Unit 21: Gender Indexes: Gender Inequality index, Gender gap index, Gender equality index
Unit 22: Gender Impact Assessment; Gender Audit.

References

Atwal, J., & Flessenkämper, I. (2019). Gender and violence in historical and contemporary perspectives: Situating India. Taylor & Francis.

Brush, L. D. (2003). Gender and governance. Rowman Altamira.

Evans, M. (2003). Gender and social theory. Rawat Publications.

Hudson, C. M., Rönnblom, M., & Teghtsoonian, K. (2017). Gender, governance and feminist analysis: Missing in action? Routledge.

Krishna, S. (2008). Genderscapes: Revisioning natural resource management. Zubaan Books.

Lombard, N. (2018). The Routledge handbook of gender and violence. Routledge.

Rege, S. (2003). Undefined. SAGE Publications.

Westmarland, N., & Bows, H. (2018). Researching gender, violence and abuse: Theory, methods, action. Routledge.

SEMESTER IV				
Course Code	Name of the Course		CA	SEE
PSW2222	**SOCIAL WORK PRACTICE IN THE FIELD OF MENTAL HEALTH**		20	30
Type	Theory/Practical	Credits	Total Instructional Hours	
Core	Theory	3	54	

Course Outcomes: A student learning this course must be able to:

CO1	Critically analyze the mental health system in India
CO2	Apply psychosocial assessment in mental health setting.
CO3	Apply the methods of social work in mental health settings for the prevention and treatment of mental health problems.
CO4	Analyze various schools of psychotherapies and Psycho social intervention
CO5	Demonstrate the role of Psychiatric Social Worker in rehabilitation and community mental health settings.

COURSE OUTLINE
Module 1: Introduction to Psychiatric Social Work (10 Hours)
Unit 1: Concept of Mental Health and Well-being, Changing perspective of Psychiatric
Social Work and Clinical Social Work –Changing trends in Mental Health Care, National
Mental Health act 2017.
Unit 2: Psychiatric Social Work as a field of Social Work – Contemporary perspectives
Unit 3: Psychiatric Social Work as a field of Social Work in India – Indian view of Mental
Health and wellbeing.

Module 2: Institution Based Mental Health Services (8 Hours)
Unit 4: The Mental Health Establishment as a social system,
Unit 5: Evolution of Psychiatric Care – Psychiatric Hospitals, General Hospital Psychiatry,
Unit 6: Day Care Centres and Community-based care Partial hospitalization, Therapeutic
Community.

Module 3: Social Work Practice in Psychiatric Setting (9 Hours)
Unit 7: Social Case Work and Group Work Practice in Psychiatric Setting Group therapy in
Psychiatric Setting Family and mental illness:

Unit 8: Family Interventions in Psychiatric Setting –Family Counselling, Family Psycho-education
Unit 9: Roles and functions of Psychiatric Social Worker

Module 4: Treatment and Therapeutic Approaches (10 Hours)

Unit 10: Bio-Medical Perspectives in Psychiatry: Brain and Behaviour: Structure and Function of Brain, Understanding the chemical interplay of neurotransmitters in psychiatric disorders and treatment modalities
Unit 11: Therapeutic Approaches: Concept of Supportive Psychotherapy, Brief Psychotherapy, Cognitive Behaviour therapy, Cognitive Analytical therapy
Unit 12: Crisis Intervention: Definition of Crisis, phases of Crisis, Techniques, Stages of crisis work, applications.
Unit 13: Sex Therapy: Individual and couple sex therapy, techniques, sex counselling, current approaches Behaviour Therapy: Aversion therapy, Systematic Desensitization, Shadowing, Modelling, Token Economy therapeutic Techniques.

Module 5: Overview of Psychiatric Social Work Interventions in the areas of (9 Hours)

Unit 14: Mental Health Promotion and Prevention,
Unit 15: Life Skills Education,
Unit 16: Psychosocial Care in Disasters and war,
Unit 17: Alcohol and Substance Abuse,
Unit 18: Suicide prevention

Module 6: Rehabilitation and Community Mental Health (8 Hours)

Unit 19: Rehabilitation of People with Mental disorders in remission-restoration, and integration into social milieu and challenges
Unit 20: Rehabilitation of Patients with Chronic Mental Disorders –Community Psychiatry:
Unit 21: Role of the Psychiatric Social Worker in Community Mental Health Programmes,
Unit 22: Limitations faced by the Psychiatric Social Worker in the field and solutions for the same.

References

Ahuja, N. (2011). *A short text book of psychiatry,* (7th Ed.). Jaypee Brothers.
Daver, B. (1999). *Mental health of Indian women.* Sage Publications.
Daver, B. (2001). *Mental health from a gender perspective.* Sage Publications.
Dhanda, A. (1999). *Legal order and mental disorder.* Sage Publications.
Kapur, M. (1997). *Mental health in Indian schools.* Sage Publications.
Sadock, B. J., Sadock, V. A., & Kaplan, H. I. (2003). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry.* Lippincott Williams & Wilkins.
Raj, A. (2007). Social work at community mental health. In Sekar, K., Parthasarathy, R., Muralidhar, D., Rao, M.C (Eds.) *Handbook of psychiatric social work* (Pp.145-149) NIMHANS.
Verma, R. (1991). *Psychiatric social work in India.* Sage Publications.
World Health Organization. (1986). *Prevention of mental, neurological and psychosocial problems.*
World Health Organization. (1991). *Innovative approaches in mental health care, psychosocial interventions and management.*

SEMESTER IV			
Course Code	Name of the Course		Weight
PSW2223	**RESEARCH PROJECT**		50
Type	Theory/Practical	Credits	Hours
Core	Final Project	3	54

Research Project is a three-credit compulsory core course undertaken by each student during the fourth semester of the Programme. However, students may start working on their research projects immediately after completing the second semester itself to have a deeper understanding on the area/topic of their research, field study, formulating research questions/problem and developing research proposal. Purpose of dissertation/project is to help the student researcher to provide a learning experience of conducting social work research independently, systematically/scientifically and ethically making use of appropriate approaches, theories, strategies and methods. Besides this, the student is expected to use social work research as a method of social work practice. It shall be carried out under the guidance of a faculty supervisor. Research Project work shall be completed by working outside the regular teaching hours unless otherwise decided by the department for certain research activities.

Course Outcomes

CO1	Design quantitative or qualitative or mixed methods original research projects independently and ethically, using appropriate methods in social work practice.
CO2	Construct/adopt appropriate tools for data collection and collect data.
CO3	Apply relevant methods and tests to analyse research data using data analysing computer software and discuss the results.
CO4	Report/disseminate research findings systematically and effectively in the academic community and to stakeholders in society.
CO5	Effectively use social work research as a method for social work practice

Rules for dissertation/project submission
1. Report should be typed on A4 size paper in APA 7th Ed. style.
2. A minimum of two copies should be submitted of which one has to be submitted to the college, and the other is the personal copy.
3. It is compulsory for the student to submit the dissertation on or before the deadline fixed by the department (usually before issuing the Hall Ticket for the Semester End Examination unless otherwise decided by the department). In case of non-submission or failure in the dissertation/project evaluation, the student can submit the

dissertation/project and participate in the defence viva along with the candidates of the 4th semester in the following year.

Academic Integrity

The Research work/Dissertation carried out by the scholar shall be based on original ideas and shall not have any similarities beyond the limit tolerated by the UGC. To ensure academic integrity of the Research work/Dissertation the following shall be followed:

a. The student should ensure that the work carried out follows international ethical standards

b. Every student submitting a thesis/ dissertation shall submit an undertaking that the document has been prepared by them and that the document is their original work and free of any plagiarism.

c. The undertaking shall include the fact that the document has been duly checked through a Plagiarism detection tool approved by the institution and attach the certificate or proof thereof.

d. Dissertation shall be submitted both in hardbound copy and soft copy on the date specified by the Programme Coordinator.

e. Penalties in case of plagiarism in submission of dissertations
    Level 0: Similarities upto 10% - Minor Similarities, no penalty.
    Level 1: Similarities above 10% to 40% - Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
    Level 2: Similarities above 40% to 60% - Such student shall be debarred from submitting a revised script for a period of one year.
    Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled.

Note 1: Penalty on repeated plagiarism- Such student shall be punished for the plagiarism of one level higher than the previous level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative.

Note 2: Penalty in case where the degree/credit has already been obtained - If plagiarism is proved on a date later than the date of award of degree or credit as the case may be then his/her degree or credit shall be put in abeyance for a period recommended by the IAIP and approved by the Head of the Institution.

Valuation of the Research Project

The total grade for the Research Project will be awarded based on Assessment of the following components:

Sl. No.	Component	Weight
1	Research Proposal Presentation - Problem Formulation (Conceptualization of the topic/ of area selected, relevance, review of literature, gap analysis, implications for social work practice) and Selection of appropriate research methods	15
2	Tool preparation/selection and Data Collection.	5

3	Analysis of Data and discussion of the results	5
4	Publication/dissemination of the research findings as journal articles or as conference paper presentations or in any written/visual media or submitting the research report to concerned government bodies for further action.	5
5	Research Report Evaluation (Presentation of the findings/reporting in APA Style [7th Ed.],) and Thesis Defence Viva Voce	20
	Total	**50**

The assessment of the Research Proposal Presentation will be conducted by a panel arranged by the department. The research supervisor will assess the components 2, 3, and 4. Research report evaluation and the thesis defence viva voce shall be conducted by a panel consisting of an External Evaluator, Research Supervisor, and the Research Coordinator of Master of Social Work Programme.

SEMESTER IV			
Course Code	Name of the Course	Weight	
PSW2224A	**Field Practicum IV** **MEDICAL SOCIAL WORK**	50	
Type	Theory/Practical	Credits	Total Hours
Core	Practical	6	216

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

	OUTCOMES
CO 1	Critically appraise the mental health and psychiatric programmes in the agencies
CO 2	Critically analyse and practice the policies /laws/government programmes related to mental health and psychiatric setting
CO 3	Demonstrate skills in engaging and assessing in the medical setting
CO 4	Practice case work and therapeutic intervention
CO 5	Practice discharge and rehabilitation plan in the medical setting

ASSESSMENT

	Components	Weight
1	Report of the Study tour	5
2	Analytical report	7.5
3	Engaging and assessing in medical setting	7.5
4	Case work and therapeutic intervention	5
5	Field Practicum Reports and Presentations	5
Components assessed in Viva Voce		
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
		50

Field practicum requirements
- Study Tour
- Learning agreement
- Analytical report
- Engagement and assessment
- Case work and therapeutic intervention
- Discharge and rehabilitation plan
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER IV			
Course Code	Name of the Course		Weight
PSW2224B	**Field Practicum IV** **URBAN COMMUNITY DEVELOPMENT**		50
Type	Theory/Practical	Credits	Total Hours
Core	Practical	6	216

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

COURSE OUTCOMES

CO 1	Demonstrate evaluation of a project/study of a project
CO 2	Prepare a project relevant to the agency using log frame
CO 3	Conduct organization visits and critically appraise various community development programmes
CO 4	Demonstrate Mezzo and Macro level practice (shadowing)
CO 5	Practice the effective use of a communication media on a selected issue

ASSESSMENT

	Components	Weight
1	Study Tour	5
2	Evaluation of a project/study of a project	5
3	Prepare a project	5
4	Mezzo and Macro level practice	5
5	Effective use of a communication media on a selected issue	5
6	Field Practicum Reports and Presentations	5

	Components assessed in Viva Voce	
6	Ability to integrate academic knowledge in the field setting	5
7	Critical Observations	5
8	Ability to hold responsibility and initiatives taken	5
9	Quality of Reports	5
		50

Field practicum requirements
- Study Tour
- Learning agreement
- Prepare a report on evaluation of a project/study of a project
- Prepare a project
- Mezzo and Macro level practice
- Effective use of a communication media on a selected issue
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER IV		
Course Code	Name of the Course	Weight
PSW2224C	**Field Practicum IV** **FAMILY AND CHILD WELFARE**	50
Type	Theory/Practical	Credits	Total Hours
Core	**Practical**	**6**	**216**

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	24 Days – 192 hours
2	Agency Visit	3 Days – 24 hrs
	Total	**27 Days - 216Hours**

COURSE OUTCOMES

CO 1	Critically appraise the family and child welfare programmes in the agencies
CO 2	Critically analyse and practice the policies /laws/government programmes related to family and child welfare setting
CO 3	Demonstrate skills in engaging and assessing family/children/youth/elderly
CO 4	Practice therapies (shadowing) with the family/children/youth/elderly
CO 5	Practice procedural formalities of reporting cases/issues/problems in the context of family/children/youth/elderly

ASSESSMENT

		Components	Weight
1		Report of the Study tour	5
2		Analytical report	5
3		Engaging and assessing with family/children/youth/elderly	7.5
4		Procedural reporting	7.5
5		Field Practicum Reports and Presentations	5
		Components assessed in Viva Voce	
6		Ability to integrate academic knowledge in the field setting	5
7		Critical Observations	5
8		Ability to hold responsibility and initiatives taken	5
9		Quality of Reports	5
			50

Field practicum requirements
- Study Tour
- Learning agreement
- Analytical report
- Engagement and assessment
- Therapies
- Procedural reporting
- Field Practicum Reports.(Weekly and summary reports)
- Agency Evaluation
- Field practicum presentation

SEMESTER IV			
Course Code	Name of the Course	Weight	
PSW2225	**FIELD PRACTICUM V**	50	
Type	Theory/Practical	Credits	Total Hours
Core	Practical	5	One Calendar Month

No	Activity	Minimum Requirement
1	Concurrent/block Field Practicum	27 Days – 216 hours
	Total	**27 Days - 216Hours**

Block placement is an integral part of the MSW programme. It is a compulsory requirement for the successful completion of the programme which shall be done immediately after the 4th semester examination.

	OUTCOMES
CO 1	Take-up job responsibilities related to social work
CO 2	Practice all the methods and skills in social work profession
CO 3	Integrate the theoretical concepts into practice level
CO 4	Get placement in a reputed social work agency
CO 5	Work in their interest areas within the framework of their field electives

Requirements
- Duration of the block placement shall be for one calendar month (a minimum of 25 working days)
- Report of the block placement prepared by the student and the attendance certificate from the agency where the student has been placed should be submitted to the faculty supervisors on the day fixed by the department.

- MSW programme coordinator should forward a grade certificate of the Block Placement to the Controller of Examinations, Marian College Kuttikkanam (Autonomous) for entering the same in the Final Grade Care of the student.

ASSESSMENT

	Components	**Weight**
1	Weekly Reports of the block placement	10
2	Attendance certificate from the agency where the student has been placed	10
3	Self-Evaluation Report by Students	10
4	Consolidated Field Practicum Report	20
		50

SEMESTER IV		
Course Code	Name	SEE
PSW2226	**COMPREHENSIVE VIVA VOCE**	50
Type	Exam Type	Credits
Core	Comprehensive Viva Voce	1

Comprehensive Viva Voce is an exam and it is not a taught course nor a practice course. The comprehensive viva voce will be conducted at the end of the fourth semester of the MSW programme for measuring the achievement of social work competencies and programme specific outcomes by the students. The viva voce shall be conducted by a panel of three examiners of which two shall be faculty members from the department and the other shall be an external examiner.

Competencies assessed:
The student's abilities to
1:   Demonstrate ethical and professional behaviour in practice
2:   Engage diversity and difference, and respond to different contexts of practice.
3:   Engage in research based practice and practice based research
4:   Apply the knowledge and skills in the helping process in working with individuals, families, groups, communities and organizations
5:   Apply critical thinking to analyse, formulate and advocate for policies that advance human rights, social, economic and environmental justice

MODEL QUESTION PAPERS

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)
MSW I SEMESTER EXAMINATION
Sample question paper
PSW2201 INTRODUCTION TO SOCIAL WORK AND HUMAN SERVICE PRACTICE

Time: Three Hours   Maximum Weight: 30 (5x6)

1. Charity activities were the initial focal points of professional social work. Charity Organisation Society (COS) and Settlement House Movements are the foundation of social work profession. Write your critical comments on the following statements;
   (i)   Charity Organisation Society (COS) and Settlement House Movements were merely a welfare activity and it didn't make any significant change in the social work profession
   (ii) This activities made the poor people became more poor and rich became more richer

Or

   The social reform movements such as Abolition of Sati, Temple entry etc were happened not because of the collective movements, but for getting an acceptancy of British India among the marginalized people. Write your observation of this statement from the perspective of a professional social worker

2. Ajay is 17 years old and has been drinking alcohol for the last three years. Having been suspended from school at 15 years of age, Ajay did not return to education and has been unemployed since 'officially' leaving school. Recently Ajay has become bored and has started hanging around with a group of youths who are involved in offending and who drink every day. Ajay's parents have become increasingly concerned about him and recently he has been in police station charged with:
   ● Shoplifting
   ● Breach of the peace
   ● Possession of cannabis
   As a professional Social Worker
   a) What are the issues for Ajay?
   b) What can be done here?
   c) Who can help?

Or

   Mrs. Revathy Shanakar lives with her husband and two children. The son and the daughter are aged 11 and 8 respectively. The couple has been married for 20 years. Mr. Shankar runs a grocery store, and is the breadwinner of the whole family. Mrs. Revathy is a housewife and responsible for taking care of the two children and housework. Mrs. Revathy approached a professional social worker with a problem of domestic violence. She has two major concerns. One is she felt helpless when facing the domestic violence. The other is that she worried about her son would be negative influenced by her father and be hurt during family violence. As a social worker, how do you handle it?

3. An elderly person wants to live independently but is having increasing trouble doing so. Which principle should guide your actions: The client's right to self-determination, or the client's need for assisted living? Write your answer on the 'guiding principle you are going to use in this above situation'.

Or

There are ethical dilemmas while handling social work cases. Write the Ethical values and principles involved in the below mentioned statements.
In a special occasion your client may try to thank you for your hard work by giving you a gift. These situations are much more complicated than they seem because there are cultural, societal, and relationship factors to consider on top of the bond you and your client share. What should a social worker do if a client tries to offer a gift?

4. Swaraj and Swadeshi are the two terms taken together represent the type of society that Gandhi was looking for. Swaraj translates as in-dependence or autonomy and swadeshi can be translated as self-sufficiency or self-reliance. How do you substantiate these two philosophical concepts with social work profession?

Or

The religious values of Christianity, Hinduism and Islamic are for the betterment of the common people. How do we integrate this values in the social work understandings?

5. There is a tremendous need for social work with older persons and their families. Social workers help older adults maintain independence. The social worker arranges income assistance, organizes recreational groups and support groups. A social worker in this field would improve the quality of life for elders. Below mentioned are the employment opportunities of social worker with older adults
   ● Nursing Homes
   ● Senior Centers
   ● Hospitals and Medical Centers
   ● Hospice Program
   ● Mental Health Centers
   ● Legal Services
List out any three services and the roles and responsibilities of professional social worker in these service settings

Or

In the common instances when people need mental health services to cope with life's stressors; clinical social workers are utilized. Clinical social workers are the important professionals who are trained for mental health services in the psychiatric settings. Below mentioned are the employment opportunities of social worker in clinical settings.

Psychiatric Hospitals
- Residential Treatment Centers
- Community Mental Health Centers
- Employee Assistance Programs
- Schools
- Substance Abuse Treatment Program

List out any three services and the roles and responsibilities of professional social worker in these service settings

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)
MSW I Semester Degree Examination
PSW2202: HUMAN BEHAVIOUR AND THE SOCIAL ENVIRONMENT
MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

1. Ms X was a 15-year-old girl from a marginalized community in a rural part of
   Kerala referred to you by an Asha Worker. The referral stated that X was
   experiencing signs of depression, where she was not attending to personal hygiene,
   slept throughout the day, and not attending school activities. Asha worker also
   informed that she has difficulty in the shift to the digital platforms from traditional
   face to face mode of a classroom. Identify the knowledge needed to adequately
   understand "X" from a "person in environment" perspective. What aspects are
   important to assess to intervene in the "X" situation?

                                     OR

   Read the following scenario and then answer the question that follows
   A person whose short-term memory begins to fail, finds that he is having difficulty
   remembering appointments, meetings and work deadlines. He utilizes his
   extraordinary organizational skills to compensate for his memory loss by keeping an
   engagement calendar, writing notes to himself and using recorder while driving in
   his car to record reminders about work to be done.
   Question: What do you think are the implications that this scenario may reveal for a
   strength based social work practitioner?

2. Select a fictional character from literature, film, or television and apply one of the
   following theories to assist in the understanding of the character's behavior: Freud –
   Psychodynamic Theory, Bandura – Social Learning Theory, Skinner – Behaviorism,
   Kohlberg – Theory of Moral Development.
                                     OR
   Analyze the impact of Covid- 19 pandemic on human beings through the lens of
   biopsychosocial framework.

1. Explain with examples on how Cultural identity impacts early childhood
   development.
                                     OR
   Explore some of the cultural diversity issues and life crises affecting adolescents.

2. Write a proposal to provide older people with a meaningful, productive and social role in our society

<div align="center">OR</div>

Societal resources are allocated through social arrangements encompassing political, economic, and ideational systems. In what ways are ethnic minorities, women, the elderly, gay and lesbian individuals and persons with physical and mental disabilities discriminated politically and economically? How is stereotyping utilized to oppress these populations.

3. Should existing limited public funding be used to finance the military, save social security or invest in health sector and no-interest loans to finance higher education.

<div align="center">OR</div>

Point out some of the most common ethical issues faced by a social worker in practice at micro, mezzo and macro levels and present some strategies to manage such situations.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

Master of Social Work

MODEL QUESTION PAPER

PSW2203 – SOCIOLOGY AND POLITICAL ECONOMY FOR SOCIAL WORK
PRACTICE

Semester I

Time: Three Hours   Maximum Weights: 30 (5x6)

(Answer five questions)

1. What are some of the systemic issues prevalent in our society that automatically exclude a certain section of the people from enjoying the fruits of equality? Can we include people who have been excluded, by not dealing with the systems that excluded them? Expound with examples.

OR

Describe in detail about one community that has been excluded from the mainstream for decades in the Indian context. What has been the different ways of exclusion? Has it got better or worse over the last two decades?

2. How do societal institutions play a role in the construction of an 'individual'? How does it affect our definition of terms like 'identity', 'dignity', 'worth' etc.?

OR

Talk about the categories/lenses through which you are taught to view yourself. How did these categories evolve? How has it shaped you as an individual? How do these processes help in the construction of societal norms?

3. Distinguish between Sociology and Social Work? What are some of the important sociology lessons that every social worker should learn? State them with adequate examples.

OR

Imagine a rural village with a well situated somewhere at the center. How will this well be a point of reference for the different ways of exclusions in the village? Will the well be accessible to all the villagers, or will there be discriminations in the accessibility of water? Elucidate this case imagining a typical rural village in India, keeping in mind the short story "Thakur's well", written by Munshi Premchand.

4. A vast amount of political economy conceptualizes conflict along socioeconomic or class lines. Discuss several ways of thinking about the nature of political identities. How would the alternatives that you present challenge exiting theories of political economy? Illustrate your answer with examples from the real world.

OR

If you are asked to take an introductory class on Political Economics to an MSW batch, what are some of the key concepts you will touch upon in your introductory class? How will you draw a parallel between the two subjects? What are the examples you may iterate to state the importance of Political Economy in Social Work?

5. Elucidate on one very recent social movement that happened in India and talk about the challenges, successes, strategies and the failures of the movement. How has the movement impacted its target group? What are some of the measures through which such a movement could have been made better?

OR

Talk about a developmental project which has done more harm to people than its intended 'development'. What are the implications of such major developmental projects in India? Why is this an important topic of discussion for social workers?

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)
MSW I Semester   Degree Examination
PSW2204 –MICRO SOCIAL WORK PRACTICE
MODEL QUESTION PAPER

Time: Three Hours   Maximum Weight: 30 (5x6)

Answer all questions.

1**. Case formulation:** Meena is a 23-year-old girl, single lives at home with her parents and her younger sister. She was brought up in a traditional family that had a very clear set of values and expectations. She described an isolated childhood and still continues to feel ignored at home. Despite, not being close to her parents, Meena relies heavily on them to complete tasks for her. She explained that she has always wanted to be an artist but her parents rejected this wish of hers.

Drawing upon the formulation, how would you apply social casework principles in the given context?

OR

You are a social work student beginning your first field placement. At orientation, your supervisor informs you that you should not tell clients that you are a student. She acknowledges that the school wants you to inform clients of your status as a social worker in training, but states that it is her opinion and agency policy that the clients not be told. She believes it undermines their confidence in the services they are getting and creates problems when the agency tries to collect fees for their services. How would you manage ethical dilemmas in the given context?

2. Develop a brief psycho-social assessment based on the case formulation (ref. Question No.1) to assess the family and social environment of the client.

OR

Describe the different forms of power in your family and identify who the holders are. Specify whether or not the power in your family, in whatever form, is culturally constructed.

3. Ganesh is a ten year old boy with autism, he has recently moved to a special school setting. He previously attended a mainstream school and spent a lot of his time in an individual classroom due to behavioural difficulties. He has a history of difficulties in tolerating his

peers and forming positive relationships. He also struggles with emotional regulation and tends to use behaviour as a means of avoiding tasks in which he thinks he will fail. Detail your intervention plan for the above case?

OR

You are the social worker for a minor in a residential school. How would you determine if the minor is able to give consent for his treatment plan?

4. Think of a case that you are currently involved with. Develop a set of questions or indicators that you could use to assess efficacy of your intervention.

OR

How could the social worker evaluate the efficacy of the helping process, beyond asking for the client's general feedback?

5. Neena,30 years old was referred to a domestic violence shelter following an attack by her husband, in which she sustained a broken collarbone and arm injuries, This occasion is the eighth time she has contacted the shelter. Each previous time she has returned home or allowed her husband to move back into the home with her.
Prepare a case note or summary record which details chronological record of interactions, observations and actions of the given case.

OR

Read the following situation and client message, and then formulate a written response as though you were the social worker in the situation presented.
Statement: Group member (to social worker in second session; group members have been struggling to determine the agenda of for the session): I wish you'd tell us what we should talk about. Isn't that a group leader's function? We're just spinning our wheels.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW I Semester   Degree Examination
PSW2205 MEZZO SOCIAL WORK PRACTICE

MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

(Answer the following five questions.)

1. Identify the mezzo practise roles in the following case scenario: A social worker employed by a neighbourhood centre determines that the various workers and other professionals dealing with adolescent clients are not communicating with each other. The neighbourhood centre social work- er decides to bring together representatives from the various agencies that serve the centre and establish more clearly defined communication channels.

OR

You are providing training and consultation to teachers dealing with student's behavioural and emotional issues in association with agency you work for. You find that teachers and administra- tors are referring increasing numbers of students of drug use. There is no formal drug education program in the school. Explain the skills and roles you need to apply to conduct an intervention with cooperation of the school authorities.

2. You are appointed as community development officer in Jalanidhi project at Pulpelly Grama- panchayath and you are asked to organise staff meeting to discuss the annual meeting of stake holders of the project. Explain the steps of calling a board meeting and prepare agendas for the meeting.

OR

Imagine that you are appointed as team leader of Skill development Program for tribal youth in Kaniyambetta Gramapanchayat Wayanad. This program is to provide vocational skills to people from age 18-21 especially those who could n't pursue college education. You need to develop an agency implement the program in the Panachayat. Explain agency goals/objectives, organisational chart , resources and networking need for the running for the program.

3. You are send to the fisherman community at Poonthura from your organisation to assess the existing problems in the community which needs immediate attention. After the need analysis the

following problems were derived; illiteracy, sanitation and hygiene, population density, drug abuse, school dropout, youth unemployment. Which one of the problem requires immediate atten- tion and justify your answer. Apply any community organisation model in the community and prepare a plan of action.

OR

Develop a community organisation intervention plan in the following scenario.

Many tribal people die of malnutrition, ignorance and superstitious beliefs. Accessibility to proper health facilities is very rare. In Wayanad, there are many affected by cancer and most

of them, abandoned by their dear ones. The Adiya and Paniya tribe in Wayanad are very poor and victims of these kinds of sicknesses. Though there are primary health centres, its services are very limited and not easily reachable. Advanced checkups and treatments are not available and affordable to the majority of the tribal people. Health education and proper sanitary amenities are far from them. Regular medical clinics or camps, special assistance on to diagnose and advance treatments in cities can make their life better.

4. You are in a community where women doesn't have access to menstrual pads and you are will- ing to develop a low cost menstrual pad production company but the community people are not cooperating with the agency as it is "unpure" to be get involved in this venture. The family is not allowing the women to be part of this even though it provides an employment opportunity. How do you define this social behaviour through the lenses of social psychology? How do you apply theories of social psychology in this context?

<div align="center">OR</div>

It is seen that queer community in the neighbourhood is receiving threats and hatred from the res- idents. Take a social psychological perspective and describe how social psychological concepts/ theories can be used to explain behaviour of the individuals to the queer community. Elaborate on theory to make a suggestion for what could be done to mitigate the issue.

5. Working with media is very important in developing networking and resources for community level social work practice. Explain different types of media you can use in mezzo practice with examples.

<div align="center">OR</div>

The community in which you live and work provides no services for homeless people, despite the fact that their numbers are escalating. Every day on your way to and from work you pass at least a half dozen people roaming the urban streets. Many times you see children with them, dirty, prob- ably hungry, and obviously not in school. Most people at your agency don't really want to talk about it. You get the feeling that colleagues, supervisors, and administrators think they have enough to do already. Work demands continue to increase while funding resources shrink. Design a program/project for the welfare of the homeless people.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW II Semester   Degree Examination
PSW2207 MACRO SOCIAL WORK PRACTICE

MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

(Answer the following five questions. Each question carries 6 weights)

1. Plan a generalist intervention practice for the following scenario. You are working in an NGO who's target group is school children in Trivandrum district. Your agency have identified that among fishermen community in Trivandrum the school dropout rates have been increasing in an alarming level. Even-though there are adequate schools children are not willing to go schools. How will you address this issue?

OR

You are appointed as social worker in an organisation whose target group is the commercial sex workers in Mumbai. It has been seen that the children of the sex workers doesn't have a safe environment for their academic activities and they also require additional tuition facilities. How do you plan an intervention program in this community.

2. It has been seen that tribal population was denied the government's promise for a rehabilitation package for tribal families who had involved in the Muthanga agitation; compensation to tribal children and other victims who were arrested in connection with the agitation; steps to eradicate neonatal deaths among the tribal people in Attappady; and handing over of 19,600 acre of forest land allotted by the Central government. As s social worker what is your take on implementing a social action as an intervention? Explain the process and principles of social action in this context.

OR

Dramatisation is the one of the important principle which must be followed in social action method. Justify this statement with recent social movements happened around in national and international context.

3. The newly established chemical factory is responsible for the lead poisoning among the children in nearby community. To plan an intervention how can you use PIL and RTI in this scenario? Explain.

OR

Illustrate the process of filing an RTI and write an application of RTI in policy development and social action in the following scenario. Even though the local self-government claims in tribal community that ICDS is providing nutritional care of the tribal women, still there is increase in magnitude of malnutrition among the adolescents girls. Here you need to know the amount and distribution fund allocated for the nutritional food.

4. Even though transgenders are offered education in every educational institutions but there is no gender neutral campus facilities for the transgender like toilets, hostel facilities etc. How will you take this issue up and apply social advocacy for policy interventions.

<center>OR</center>

You have been informed that some of the private companies are denying 6 months paid leave for pregnant women working that institution. How will you apply social advocacy in this scenario? (CO4)

5. Explain the importance of networking and collaboration with International social welfare organisations to ensuring social justice in diverse global contexts. How can International social worker contribute in mitigating global issues in child rights and protection. Quote an intervention by any of International Social Welfare organisation in this area.

<center>OR</center>

You have identified there are many children in the slums of India who doesn't have access to health care and education services. You have identified the same issue with the countries of Sri Lanka and Bangladesh too. How can you apply International Social Work practice in this scenario?

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)
MSW II Semester Degree Examination
PSW2208 SOCIAL WORK RESEARCH METHODS
MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

1. If you have to study the lived experiences of child survivors of sexual abuse, then state the problem and the research approach you would use in this study. Give your reasons for selecting this approach.

OR

How will you address the ethical issues on your study on the lived experiences of child survivors of sexual abuse?

2. How will you develop a tool, validate it and collect data for your study on the relationship between the forced quarantine to control COVID-19 and depression?

OR

Create a tool development, validation and data collection plan for an in-depth study of the lived experiences of cancer survivors.

3. Develop a data analysis plan for a sequential exploratory mixed methods study on the socio-economic impact of COVID-19 on taxi drivers.

OR

Explain the way you will organise the discussion section of your study on the lived experiences of the survivors of the landslide at Pettumudi, Rajamala, Munnar?

4. How will you review the literature for your study on the relationship between the forced quarantine to control COVID-19 and depression?

OR

Develop a research proposal for a mixed methods research based on a study on the psycho-socio-economic impact of COVID-19 on sex workers (make it precise giving the key arguments and points only).

5. Format the reference and in-text citation for the details of the work given in APA 7th ed. Style: Journal - JOURNAL OF MARRIAGE AND THE FAMILY; Volume - 73; Issue number - 4; name of the article - TRANSNATIONAL FAMILIES AND THE WELL-BEING OF CHILDREN: CONCEPTUAL AND METHODOLOGICAL CHALLENGES; DOI - doi.org/10.1111/j.1741-3737.2011.00840.x; Year of

publishing – 2011; authors - Valentina Mazzucato and Djamila Schans; page range – 704-712.

<div align="center">OR</div>

Write an abstract of your research proposal based on the problem you have formulated (ref. Question No. 1) to study the lived experiences of child survivors of sexual abuse.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)
MSW II Semester Degree Examination
PSW2209 ADMINISTRATION AND MANAGEMENT OF HUMAN

SERVICE ORGANIZATIONS

MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

1. Synthesize a project for reintegration of the old-aged citizen to mainstream society. Draft initial, intermediate and long term outcomes and evaluation indicators of the outcomes. Identify risk, target and impact population. Also justify the reason for choosing the same.

OR

Create a human service organization in the sector of mental health, depict it's organization structure, hierarchy, value statement. Also justify your value statements. Formulate goals and objectives(impact, service, product and operational).

2. Develop a timeline chart/campaign plan for any project (for eg. Rehabilitation of delinquent children, Re-institutionalisation of destitute widows of Varanasi).

OR

Prepare a group action report illustrating the essence of any meeting which pinpoints responsibilities of every person and plan for follow up.

3. Create a project for the CSR department of a MNC in the sector of tribal development.

OR

What type of developmental plan will you design for the welfare for the employees of a mining town with no access to outside world? Depict the plan.

4. Develop a marketing strategy for a NGO focusing on Environment conservation.

OR

What marketing strategies would you suggest for a newly registered NGO in the sector of slum development?

5. Prepare a Memorandum of Association along with functions of the governing board for a society of your creation.

OR

Formulate a trust working for the de-stigmatization of Homosexuality, enlist the forms needed to be filled, prepare an action plan for the same purpose.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW II Semester   Degree Examination
PSW2211 –SOCIAL LEGISLATION AND HUMAN RIGHTS
MODEL QUESTION PAPER

Time: Three Hours   Maximum Weight: 30 (5x6)

Answer all questions.

1**.** It is estimated that there are about three million urban homeless in India. Night shelters are not available for more than five per cent of this population. Hundreds of these old, sick homeless people are killed by cold wave during winter. They cannot have ration and voting cards in the absence of any 'proof of residence'. Without these documents they also cannot avail government help as needy patients. A large number of these homeless people are casual workers, who earn very low wages. They travel to the city in search of work from different parts of the country. What Fundamental Rights are being denied to the homeless in their everyday life?

OR

Several reports show that caste groups previously associated with scavenging are forced to continue in this job. Those in positions of authority refuse to give them any other job. Their children are discouraged from pursuing education. Which of their Fundamental Rights are being violated in this instance?

2. Read the following statements and select the appropriate writ as proper remedy available to the clients and substantiate your answers.
a. X is aggrieved by an order passed by District court, New Delhi without having jurisdiction.
b. 'A' is being illegally detained by the police authorities.

OR

In a town , the supporters of the Adam football team learn that the supporters of the Jubilee football team in the nearby city about 40 km away have damaged the ground on which the final between both teams is to be held the following day. A crowd of Adam fans armed with deadly weapons attacks the homes of the supporters of the Jubilee football team in the town. In the attack, 10 men are killed, 5 women are gravely hurt, many homes are destroyed and over 50 people injured. List out the functions need to be performed by the police, Prosecutor, defence lawyer and judge in the given case.

3. Examine the validity of the following adoptions under the Hindu Adoption and Maintenance Act, 1956.

a). Meera, a girl aged 12 years is a child, Sona , a widow aged 40 years wants to adopt her.

b) Sumitra, a Hindu female, aged 25 years, divorced adopts an orphan boy aged four years whose religion cannot be ascertained.

OR

Veena an unmarried women is employed and earning salary of Rs.50000.She has two dependant sisters who are minor. Veena refuses to pay for their school fees. What is the remedy available to the sisters?

4**.** A petition by a human rights group drew attention of the court to the condition of starvation and hunger in the country. Over five crore tonnes of food grains was stored in the godowns of the Food Corporation of India. Research shows that a large number of ration cardholders do not know about the quantity of food grains they can purchase from fair price shops. It requested the court to order the government to improve its public distribution system. a. Which different rights does this case involve? Should these rights form part of the right to life?

OR

Geetha, a Garment employee of Bangalore, fell down from a running BMTC bus and suffered serious leg injuries. She was taken to various govt. hospitals but she was denied medical aid due to non-availability of beds. Later on she was admitted to a private hospital where she had to spend Rs.2 lakhs for her treatment. She claims that amount from the government. Decide the liability of the Government.

5. Give an account of any two human right violations you have come across in the last one year.

OR

Write a petition to the NHRC if you know any instances of human rights violation in your area.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW III Semester Degree Examination

PSW2214 PARTICIPATORY PROGRAMME PLANNING AND MANAGEMENT

MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

1. Describe various strategies that can be adopted to ensure people's participation in planning a project on waste management at Kuttikanam.

OR

Suppose during your field work your agency has given an assignment to identify and prioritise various needs and problems of a village. Explain the processes and measures you will adopt to complete the assignment.

2. Prepare an implementation methodology for a project on reducing substance abuse among youth in your locality.

OR

Suggest at least five activities for a project on creating more employment opportunities for the Covid affected people who lost their employment in your locality. Provide justification for each activity.

3. Develop the Logical Framework Analysis Matrix for a project on reducing substance abuse among youth in your locality

OR

Develop the Logical Framework Analysis Matrix for a project on leadership development among women in your locality

4. Prepare an activity monitoring chart for a project on creating more employment opportunities for the Covid affected people who lost their employment in your locality.

OR

Prepare an outcome monitoring chart for a project on creating more employment opportunities for the Covid affected people who lost their employment in your locality.

5. Briefly prepare a project proposal on domestic violence in your panchayat

OR

Suppose you are presented with 10 different project proposals on promoting child rights and child protection. How you will select the best project. What are criteria you will adopt in selecting this project.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW III Semester Examination

PSW2217- PSYCHOPATHOLOGY FOR SOCIAL WORK PRACTICE

MODEL QUESTION PAPER (CSS)

Time: Three Hours

Maximum Weights: 30 (5x6)

1. Elucidate the anonymity part of ethics of social work while delivering therapy in a clinical setting.

OR

What measures will you take to make someone feel comfortable in an uncomfortable or hostile situation at the clinical setting?

2. Justify the qualities and skills required when social worker collecting case history of a wandering person who is produced at the mental health setting by the volunteers..

OR

Formulate a case vignette of obsessive-compulsive disorder and furnish the complete details in mental status examination.

3. Sometimes, it is essential that we break out of the routine, standardized way of doing things in order to complete the task. Give an example of when you were able to successfully develop such a different approach in formulating psychosocial diagnosis.

OR

Identify the minimum expected perceptual psychopathology of undifferentiated schizophrenia by formulating a case and, that should be sufficient to conform the criteria for a correct diagnosis.

4. What, in your opinion, are the key ingredients in guiding and maintaining people to have lower levels of stigma attached to mental illness? Being a budding social worker, typify it about how you make these works for families with mental illness with your professional learning.

OR

Explain that when a person affected with mental illness attached stigma what could be the possible social work treatment plan you would design to reduce his/her stigma?

5. Considering the multitude of roles of social workers in the mental health setting, give an example of when you took a risk to achieve a goal without breaching professional pledge of social work. What was the outcome?

OR

Describe professional social worker's role that you have implemented at work that consists

of assessment and intervention during clinical practice. Illuminate on the steps used to implement it.

MARIAN COLLEGE KUTTIKKANAM (AUTONOMOUS)

MSW IV Semester Degree Examination

PSW2221 GENDER AND DEVELOPMENT

MODEL QUESTION PAPER

Time: Three Hours   Max. Weight: 30 (5 x 6)

Each question carries 6 weight each

1. Analyse the Pride Parade in terms of its need, impact; also evaluate the measures taken by the Government of Kerala for integration of LGBTQ+ into mainstream society.

OR

Evaluate the ways in which societal institutions and power structures impact the material realities of different genders.

2. Evaluate the intersections between transgender and other social and cultural identities.

OR

Evaluate the intersections between male as gender and other social and cultural identities.

3. Analyse global patriarchy as initiator of Feminist Movement.

OR

Synthesize a model of framework of representations of different gender identities-past, present, and future–in relation to socialization, work, family, class, culture, sexuality, and technological change.

4. Evaluate resource accessibility of different genders.

OR

Evaluate gender in relation to neoliberalism and global financial crisis.

5. Prepare a report on Gender Audit of any program of your choice.

OR

Prepare a proposal or program for the de-stigmatization of the homosexuals in the context of Kerala in general as a part of your NGO's diversity inclusion scheme.